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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, describes a rationale and model for implementing secondary/vocational assessment of students with disabilities that is integrated with curriculum and transition strategies. Assessment and curricular strategies are particularly intended for students in rural and sparsely populated areas and can be implemented at both the junior and senior high levels. The manual aids in the review of current vocational assessment strategies being used, the review of forms and procedures used in the curriculum, and the implementation of a longitudinal curriculum-based informal assessment process. Stressed throughout is the importance of assessment being continuous and longitudinal, beginning well before graduation, interacting with the curriculum, being criterion-referenced, and relying on direct observation and data. Specific curriculum phases are linked with specific assessment levels as follows: Phase I--Career exploration and assessment of functional skills; Phase II--Work exploration and assessment of career and vocational interests; and Phase III--Career focus and assessment of career and job employability. The major portion of the document consists of the appendix which contains an overview of the vocational assessment procedures as well as forms used at each of the assessment levels. (DB)

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VOCATIONAL ASSESSMENT

FOR SPECIAL EDUCATORS

A CURRICULUM-BASED MODEL

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VOCATIONAL ASSESSMENT IN THE SCHOOL SETTING

A CURRICULUM BASED MODEL

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3. Weekend Schedule (Option 2)
4. Parent Permission Form
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9. Parent Interview (Option 2)
10. Student Interest Summary
11. Work Observation Form (Option 1)
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Part III--Supportive Skill Requirements

6. Training Agreement Cover Sheet
7. Training Agreement
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9. Student Training Agreement (Option 2)
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9. Work Exploration Exit Interview

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10. AAMD-Backer Reading-Free Vocational Interest Inventory
11. California Occupational Preference System
12. Career Awareness Inventory
13. Career Orientation Placement and Evaluation Survey
14. Career Maturity Inventory
15. Comprehensive Career Assessment Scale
16. Geist Picture Interest Inventory
17. Gordon Occupational Checklist
18. Individual Career Exploration
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31. Everyday Skills Test
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33. Program for Assessing Youth Employment Skills
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Dexterity Tests

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46. Bennett Mechanical Comprehension Test

Aptitude Tests

47. Career Ability Placement Survey
48. Dailey Vocational Tests
49. Minnesota Clerical Test
50. Personnel Tests for Industry--Oral Directions Test
51. Revised Minnesota Paper Form Board Test

HOW TO USE THE MANUAL

This manual is designed for use by special education teachers, vocational education teachers, and school administrators for the following purposes.

1. Review the current vocational assessment strategies being used in the school district.
2. Review forms and procedures used in the curriculum.
3. Implement a longitudinal curriculum based informal assessment process.

A complete longitudinal curriculum based assessment is contained in the Secondary Transition Employment Project (STEP) manuals, Career Exploration, Work Exploration, Career Focus and Job Preparation.

ABSTRACT

Devising and implementing secondary/vocational training curriculum for students with handicaps has emerged as a major goal of the 1980s. The purpose of vocational curriculum is to prepare students for employment, foster transition from school to work, and ensure academic skills learned enhance nonschool performance. This manual describes a rationale and model for implementing secondary/vocational assessment that is integrated with curriculum and transition strategies. The assessment and curricular strategies described are for students in rural and sparsely populated areas and can be implemented at both the junior and senior high school levels. Assessment is integrated into each phase of the vocational curriculum and is explained in detail in the text and attached appendix.

VOCATIONAL ASSESSMENT IN THE SCHOOL SETTING

A CURRICULUM-BASED MODEL

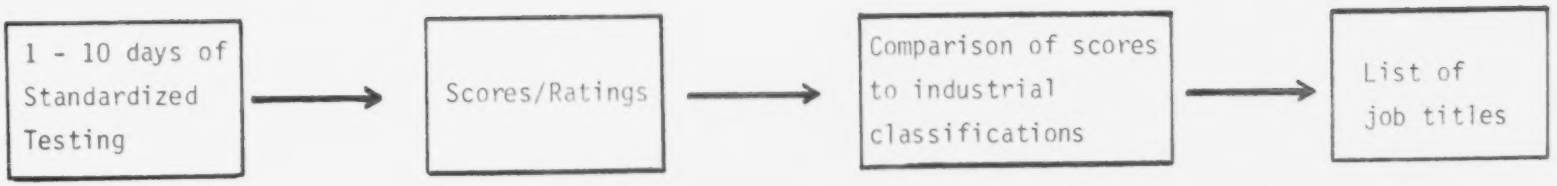
As more students with moderate and severe handicaps are served in vocational programs, the need for more information to determine program placement, curriculum content and long-term transition planning becomes paramount. Vocational assessment is a resource utilized by school personnel to make decisions about what and how to teach students with handicaps. The vocational assessment model typically used was developed by rehabilitation professionals for evaluation of industrially-injured persons. The limitations of the model make it ineffective for secondary students with handicaps; thus, an alternative is needed.

The vocational assessment model most commonly used by school districts is shown in Chart A. This assessment process usually consists of an evaluation period from one to ten days during which standardized tests are administered. These typically include interest inventories, aptitude tests, dexterity screening, and work samples. The results are reported in percentiles, percentages, rankings, or method-time-motion ratings and are compared to standardized worker trait characteristics, such as those found in the Dictionary of Occupational Titles (DOT). Using the DOT, job titles are located in the Occupational Outlook Handbook along with the availability of employment, pay rate, educational requirements, and worker traits for each job title. The report concludes with a list of recommended employment options.

Vocational assessment dependent upon standardized resource materials and tests implies an accurate prediction can be made about the individual's ability to perform a local job and infers that the person

Chart A

REHABILITATION VOCATIONAL ASSESSMENT MODEL


1 - 10 days of Standardized Testing
Scores/Ratings
Comparison of scores to industrial classifications
List of job titles

1. Interest inventories
2. Aptitude testing
3. Dexterity
4. Work samples

1. Percentile rankings
2. Quantity/quality ratings
3. Method Time Motion ratings

1. Dictionary of Occupational Titles

assessed can accurately discuss and evaluate the merits of different employment opportunities. While the rehabilitation profession has found this assessment model to be effective with the industrially injured, it has limited application in the school setting. The tests imply that all job tasks must be performed to obtain work, limited job training is needed, and a student with a limited work history can accurately determine career interests from pictures or written descriptions about jobs. Utilization of this vocational assessment model with a high school student is described below.

John, a 17-year-old student with moderate handicaps, was referred for vocational assessment by his classroom teacher in an effort to plan his vocational studies. John was evaluated over a two-week period with standardized interest inventories, aptitude and achievement tests, and a variety of dexterity test and work samples. John's evaluation report noted that his interests were in service occupations and machine operations. When asked about the type of job he would like to do, John stated he would like to fly planes. A review of his academic achievement tests placed John at the second grade level. Work sample results indicated difficulties in independently organizing his work and following written and verbal instructions: he completed a variety of sorting and assembling tasks, but his productivity was well below the competitive levels. The resulting evaluation report recommended that John engage in sorting and assembly tasks, probably at a sheltered workshop due to his low productivity. During his remaining years in school he should continue to develop his reading, writing and math skills and participate in a prevocational class to improve his productivity.

This model as used with John was ineffective for the following reasons:

1. The entire assessment is time limited, occurring within a ten-day period. It is not part of a longitudinal curriculum which provides experiences to help John or his teachers determine his interests;
2. The assessment occurs in a situation and with materials that are isolated from John's daily/weekly experiences;
3. The inference is made that a process designed for a different population is suitable or appropriate for students such as John;
4. The method used to measure John's performance is based on national standards and not those specific to actual jobs or parts of jobs in John's town; and
5. The assessment process does not evaluate critical social skills needed on the job or match social skills with work environment etiology.

A review of the learning characteristics of John and other students with handicaps reveals that performance on standardized tests often does not reflect student progress or capabilities. An alternative to this traditional assessment model is described below.

John was referred (at age 17) for vocational evaluation. Information was gathered from John and his parents about his job interests. John mentioned he liked planes and would like to be a pilot. His parents mentioned John "helped out" with some maintenance tasks with the family's crop dusting plane and that the pilot had befriended him. They felt John was most motivated when the work was of a physical nature

and not sedentary. From this initial information John's teacher and vocational evaluator summarized his vocational interests as directed toward physical activities with a particular interest in planes which could be extended to small and large engine maintenance or operation. In addition, the summary noted that John had information limited to jobs found on his parents' farm, and specifically those jobs where other employees were outgoing and friendly towards him. The report suggested that over the next year John should visit employment sites where planes and small and large engines are used and maintained. He should also visit sites where employees performed physical labor, such as the local feed and grain elevator, food processing plant, grocery stores, and hospitals where grounds and janitorial crews are employed. Sites which do not require physical work seemingly preferred by John would also be observed. These may include photocopying, mail sorting, microfilming and data entry. After these structured observations, which would be done by John and other students with the guidance of the leader, John would indicate what he liked and disliked about each site/job. He would then select a site and job task to try out for second semester. His job performance would be assessed and monitored as well as his performance of job-related skills, such as interacting with his coworkers, getting to and from work, and maintaining appropriate grooming and hygiene.

After this two-semester instructional unit, the evaluation report would be updated to include John's initial and final productivity levels, his confirmed interests, his ability to work alone and/or with others, recommendations for academic instruction to support job performance, and suggestions for additional on-site training or observation. The latter provides the basis for John's Transition Plan

for ongoing school preparation prior to leaving school and obtaining employment.

This assessment process is different from the traditional model for the following reasons:

1. The assessment is continuous and longitudinal, not episodic and time-limited;
2. The assessment begins early, at least 3-4 years prior to graduation;
3. The assessment interacts with the curriculum and is the basis of the transition plan;
4. The assessment is criterion-referenced, not norm-referenced; and
5. The assessment relies on direct observation and data rather than on inferential data.

This assessment strategy is illustrated in Chart B.

The assessment process for students with handicaps who have no work history or a poor work history could be conducted in the following way with the resulting outcomes:

1. Interviews with parents and students to determine their interests and expectations. This information can be summarized in a report regarding initial job/career possibilities, potential residential arrangements, and goals for recreation/leisure and community involvement.
2. Structure on-site observations at preferred and non-preferred jobs and sites. This activity can provide more indepth information about a student's preferences and ability to observe and record job performance and tasks of an employee.

CHART B

John

Level I. Assessment
Assessment of Functional Skills

DO

PARENT/STUDENT INTERVIEW

< GET >

List of student:

1. Work experiences
2. Career interests
3. Functional skills
4. Expectations
5. Resources

Level II. Assessment
Assessment of Career & Vocational Interests

DO

ON-SITE OBSERVATIONS

< GET >

1. Student familiarity with community sites.
2. Employer expecatations
3. Identification of functional and academic requirements.
4. Prioritized list of jobs.
5. Development of adaptive materials.

Level III. Assessment
Assessment of Career & Job Employability

DO

ON-SITE TRAINING

< GET >

1. Identification of skill and deficit areas as related to the job.
2. Identification of potential job placement sites.
3. Identification of work related skills.
4. Identification of required functional, social and academic skills.

Discussions of employees observed can yield an assessment by each student of his or her abilities to perform each job task and/ or training that would assist him or her to perform each task.

3. Select a training site and place the student on the site for initial supervised work exploration. This can yield an assessment of productivity level, learning rate, and social skills of the student. The summary of this information can list the assets and remaining deficits and recommend instructional strategies, curriculum, and other types of work or environments in which the student might obtain training and later a job.
4. Interview students and parents again to determine their perceptions of the work experience. Administer standardized vocational and social skills assessments to determine wider interest areas and provide information that cannot be determined through on-the-job observations. This can provide parents, teachers, and students with an updated summary of work ability, career preferences, assets, and curricular strategies to assist the student to obtain additional training and job experience and/or work.
5. Write a summary of the above training activities and outcomes and initiate a transition strategy with the parents, students and adult agency personnel. This will result in a transition plan and a planned transition from school to work and other post- school environments and services as needed.

This process has been delineated and integrated into a vocational curriculum model. The levels of the assessment model and the overlap with the curriculum phases are delineated in Chart C.

Phase I. Career Exploration. This curriculum phase has as its outcomes a listing of student and parent preferences and concerns, available resources in the community, past work history, observations of a variety of job sites, self evaluations, and selection of initial on-the-job training sites.

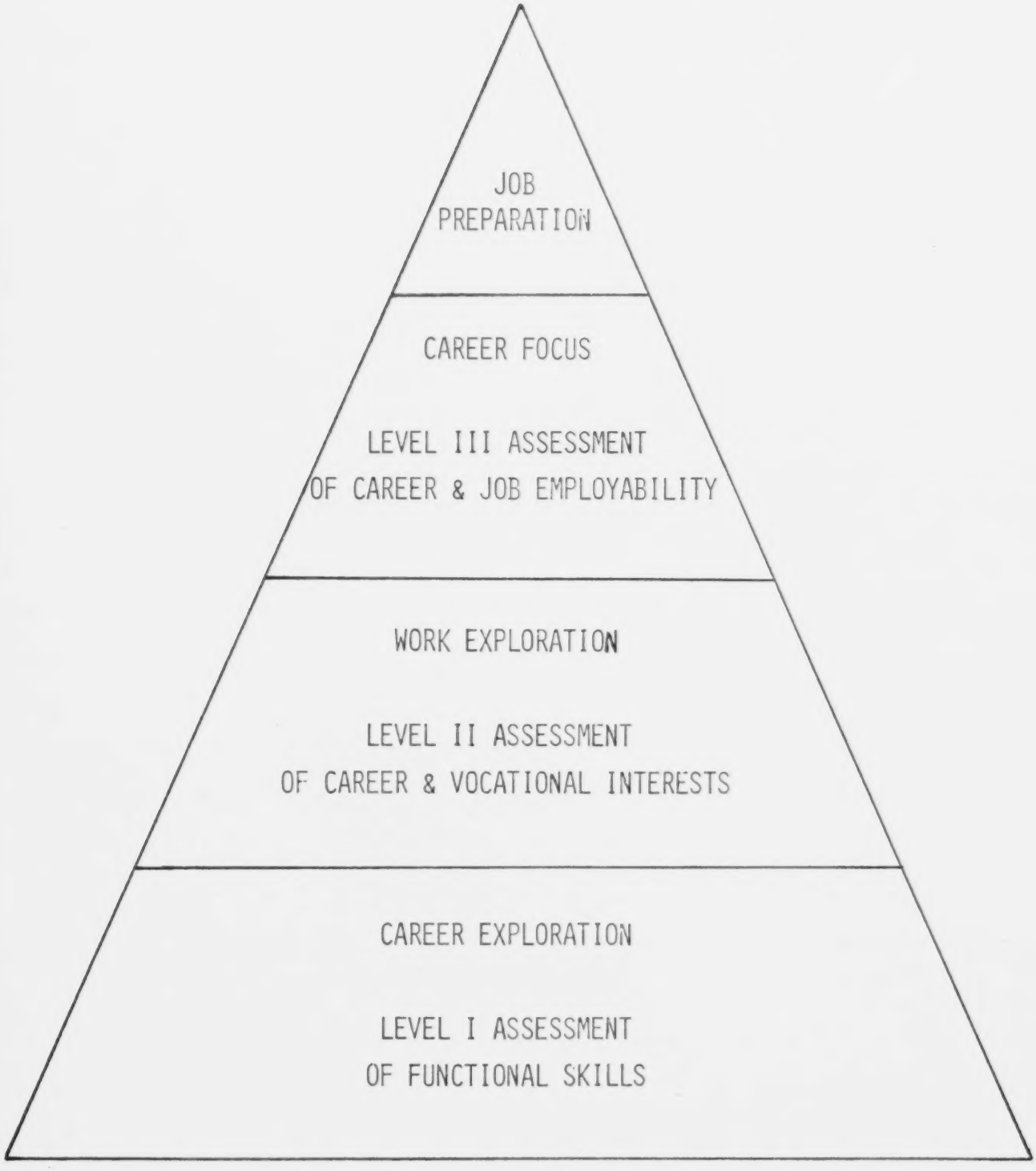
Phase II. Work Exploration. This curriculum produces the following outcomes through supervised on-the-job training: assessment of current and needed job and job-related academic and social skills and an evaluation of the learning rate and style of the student.

Phase III. Career Focus. This curriculum phase reviews past work training and experiences and identifies new job and skill areas and preferences. Assessment outcomes are the identification and selection of specific careers and job sites, standardized assessment information, and a transition plan for leaving school for employment and community adult living.

Phase IV. Job Preparation. Through extended nonschool on-the-job training and school-based related instruction, this curriculum phase produces assessments of specific job and job-related skills required at work, social skill generalization and evaluation, and evaluations of learning rates and styles, as well as placement opportunities and supervision requirements.

As presented above and in Chart C, the assessment is continuous, integrated and coordinated. The practices used in the past to assess the vocational aptitudes and interests of students with handicaps need

Chart C


JOB
PREPARATION
CAREER FOCUS
LEVEL III ASSESSMENT
OF CAREER & JOB EMPLOYABILITY
WORK EXPLORATION
LEVEL II ASSESSMENT
OF CAREER & VOCATIONAL INTERESTS
CAREER EXPLORATION
LEVEL I ASSESSMENT
OF FUNCTIONAL SKILLS

to be supplemented with techniques that are longitudinal, interactive with curriculum, of low inference, criterion-referenced, and continuous in nature. The techniques and processes delineated here are an initial field-tested method to begin to implement this new practice. It is realized that many practitioners will rely on standardized measures partly because of their past training and partly because rules and regulations require utilization of such tools. It is hoped that the methods delineated here can assist school professionals to supplement the traditional assessment practices and thus enhance the preparation of all students with handicaps to obtain employment.

APPENDIX

This appendix contains an overview of the vocational assessment procedures and forms that are embedded in the five vocational curriculum phases: Career Exploration, Work Exploration, Work Experience, Career Focus and Job Preparation. One or more versions of the same form are included. The additional forms have been adapted for students with moderate and severe handicaps. Each of these curriculum phases are discussed in more detail in separate STEP manuals.

It is hoped that by outlining the assessment procedures of this model and providing the forms that are used to collect the information, this integrated assessment model will be easier to peruse and comprehend. The following is a description of levels of assessment, ages at which they are implemented, assessment procedures and forms which are utilized, the curriculum phase in which they are conducted, purpose, description and sample forms.

LEVEL I: Assessment of Functional Skills
Age of Student: Grade seven/eight or ages 11-13
Curricular Phase: Career Exploration

Purpose: The information is used to prioritize which skills will be taught and by whom. The skill assets and deficits identified by parents/guardians are used to discuss what training may assist a student to enter into desired high school and post high school programs. This discussion will provide the basic outline of the transition plan.

Description: Level I assessment evaluates those skills that typically fall within the domains of recreation/leisure, general community functioning, domestic, and traditional academic areas. This represents a very broad assessment area, but generally includes such skills as house cleaning, cooking, safety, shopping, browsing, using transportation, socializing, and the functional use of academics, such as money management, budgeting, time usage, and community- and job-related reading and writing.

Forms: Included in the Career Exploration curriculum are the following forms:

<u>Career Exploration--Mild</u>

1. Student Interview
2. Parent Interview
3. Class Summary of Vocational Interests
4. Permission to Photograph
5. Career Values Activity Sheet
6. Student School Record Summary Form
7. Work Observation Site Development Log
8. Job Skill/Individual Skill Analysis
9. Student Job Analysis
10. Student Self Inventory

Career Exploration--Moderate/Severe

1. Living Skills Checklist
2. Weekday Schedule (Option 3)
3. Weekend Schedule (Option 2)
4. Parent Permission Form
5. Initial Student Interview
6. Student Interview
7. Student Profile
8. Parent Interview (Option 1)
9. Parent Interview (Option 2)
10. Student Interest Summary
11. Work Observation Form (Option 1)
12. Work Observation Form (Option 2)
13. Student Self-Inventory
14. Job Skill/Individual Analysis Form (Option 1)
15. Job Skill/Individual Analysis Form (Option 2)
16. Informal Inventory of Community Businesses

LEVEL II: Assessment of Initial Career and Vocational Interest and Skills

Age of Student: Ninth and tenth grade or ages 14-16
Curricular Phases: Career Exploration and Work Exploration

Purpose: These assessment strategies are designed to:

1. Determine the student's concept of vocational training and work;

2. Delineate current and future concerns and/or expectations of the parents and student regarding work and curriculum;

3. Collect any past employment history of the student;

4. Assess the student's ability to evaluate the work tasks he/she can do and those that might require training;

5. Assess job-related and social skills needed for work;

6. Identify potential summer work options;

7. Initiate the discussion of future curriculum which would prepare a student to leave work and obtain a job, live separate from parents, and use community facilities and services;

8. Prescribe a combination of school and non-school instructional placement and strategies;

9. Describe the student's vocational and job-related strengths and weaknesses.

Description: Vocational assessment at level II includes a combination of informal assessment tools aimed at identifying a variety of training options for the student. The process is initiated by performing a parent/guardian and student interview as described in the STEP Career Exploration manual. This curricular phase provides the process to

conduct student self-assessments of work ability, attitudes towards work, initial local job and work place priorities, as well as assessments of social and job-related skills. The curriculum phase of Work Exploration provides the process for placing a student on an initial job training site and supervising and evaluating his/her performance.

Forms: Included in the Career Exploration and Work Exploration manuals are the following forms:

Work Exploration--Mild/Moderate/Severe

1. Student Training Plan
2. Community Work Site Development Log
3. Student's Work Log
4. Resume Worksheet
5. Job Analysis Inventory:

    Part I--General Information
    Part II--Job Analysis
    Part III--Supportive Skill Requirements

6. Training Agreement Cover Sheet
7. Training Agreement
8. Student Training Agreement (Option 1)
9. Student Training Agreement (Option 2)
10. Work Exploration--In-Class Activities:

    Vocational Training Experience Summary--Part I (Option 1)
    Vocational Training Experience Summary--Part II (Option 1)
    Vocational Training Experience Summary--Part I (Option 2)
    Vocational Training Experience Summary--Part II (Option 2)

11. Student's Self-Evaluation Form
12. Work Exploration Coordinator's Evaluation Form
13. Task Assessment Data Sheet
14. Total Task Sheet
15. Student Progress Report
16. Program Evaluation
17. End of the Year Evaluation

LEVEL III: Assessment of Career and Job Employability
Age of Student: Eleventh /twelfth grade or ages 17-21
Curricular Phases: Job Focus and Job Preparation

Purpose: The assessment information is used to:

1. Validate the student's vocational progress;

2. Generate employment options that are most suitable for the individual;

3. Formulate a specific transition plan from school to the community; and

4. Assess job-related social skills and target job-related social skill areas and types of problems for intervention and environmental matches.

Description: The vocational assessment at this level compiles information already gathered and focuses on the placement of the student in work experience or on-the-job training to gather additional information on the student's job skills, attitudes, interpersonal and social skills, and job/work preferences. The assessments at this level consist of informal observations of the student on the job, formal aptitude tests for specific careers, follow-up interviews with students and parents/caregivers, and/or work sample testing in instances where actual on-the-job experience is not possible. It is critical at this level that decisions regarding living arrangements and transportation needs are considered, since the work and career information being investigated can include both local and regional jobs.

Forms: Included in these curricular phases are the following:

Job-Related Social Skills

1. Parent/Teacher Assessment of Job-Related Social Skills
2. Student Assessment 1
3. Student Assessment 2
4. Employer Assessment 1
5. Employer Assessment 2
6. Job-Related Social Skills Assessment
7. Social Skills Assessment: Data Summary Sheet
8. Transition Plan
9. Work Exploration Exit Interview

Measures of Career Awareness/Vocational Interests

10. AAMD-Backer Reading-Free Vocational Interest Inventory
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19. Individual Career Exploration--Picture Form
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26. Vocational Preference Inventory
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Aptitude Tests

47. Career Ability Placement Survey
48. Dailey Vocational Tests
49. Minnesota Clerical Test
50. Personnel Tests for Industry--Oral Directions Test
51. Revised Minnesota Paper Form Board Test

LEVEL I

Assessment of Functional Skills

Career Exploration--Mild

Goal 2
Activity 2

STUDENT INTERVIEW

To be completed by student:

Name: _____ Date: _____

Address: _____

City, State, Zip: _____

****

What year are you planning to graduate? _____

Do you receive any special services at school? _____ Yes _____ No

If yes, what kind? _____

_____

****

Previous Work Experience

1. What jobs have you done around your house or school?

_____

_____

_____

2. Have you ever had a job working for an employer? ____ Yes ____ No

Name of Employer	Type of Work	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you ever filled out a job application? _____ Yes _____ No

4. Have you ever been interviewed for a job? _____ Yes _____ No

Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

_____

_____

_____

2. What kinds of jobs are you interested in now? _____

_____

_____

3. Which of these jobs is the one you would most like to do?

First Choice: _____

Second Choice: _____

Third Choice: _____

4. What jobs would you like to find out more about? _____

_____

_____

_____

5. What kind of work would you not like to do? _____

_____

_____

****

Skills

1. What would an employer like about you? _____

_____

_____

2. What would an employer not like about you? _____

_____

_____

3. Do you have any skills you learned in school or elsewhere that would help you on a job? _____

_____

_____

_____

****

Notes

****

Interviewed By: _____ Date _____

Goal 2
Activity 3

PARENT INTERVIEW

General Student Information

Student's Name _____
First Middle Last

Birthdate _____ Age _____

Current Address _____ Phone _____

Parent/Caregiver _____ Phone _____

Parent/Caregiver Address _____
(If different from student's)

1. What kind of high school program would you like for your son or daughter (check all which apply)?

_____ Classes preparing for college
_____ Classes which teach basic reading, writing, and math
_____ Classes which teach skills needed for independent living, such as cooking, budgeting, shopping, hygiene
_____ Vocational classes such as business, mechanics, carpentry
_____ Work/study or on-the-job training

2. What do you consider the most important skills for your son/daughter to learn in school (for example, math, reading, writing, spelling, job-seeking skills, job-keeping skills)?

3. When do you think your son/daughter will graduate? _____

4. In what kind of program would you like your son/daughter enrolled after finishing high school?

_____ College
_____ Military
_____ None
_____ Junior College
_____ Industrial/trade school
_____ Don't know

5. What do you see your son/daughter doing after leaving high school?

a. employment:

b. living arrangements:

c. leisure activities:

Page Two

6. What types of work do you think your son/daughter would like best? Why?

7. What types of work do you think your son/daughter might not like? Why?

8. What type of summer job do you think your son/daughter could perform this summer or next? Would he/she need training to do this?

9. What work behaviors/attitudes does your son/daughter have that an employer might like?

10. What specific job-finding or job-keeping skills would you especially like your son/daughter to learn?

Goal 2
Activity 5

CLASS SUMMARY OF VOCATIONAL INTERESTS

Student Name	Prioritized Career/Job Interests	Math Level	Reading Level	Career Exploration Goals Needed (Circle)
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9

Class Summary of Vocational Interests
Page Two

Student Name	Prioritized Career/Job Interests	Math Level	Reading Level	Career Exploration Goals Needed (Circle)
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9
	1.			1 2 3
	2.			4 5 6
	3.			7 8 9

Work observation sites needed:

_____

_____

_____

PERMISSION TO PHOTOGRAPH

The vocational special education program offers students the opportunity to obtain job training in conjunction with classroom instruction in essential academic and social skills. Before students are placed on work sites, they participate in a series of activities designed to help them learn to carefully observe a job, identify the job skills and work behaviors required, and determine whether they have or could learn the necessary skills and behaviors.

Slides and videotapes of job sites help us train observational skills in the classroom. They may also be used for teacher training but will not be used commercially. If you will permit photographs or videotapes of specific job performance given advance notice and in compliance with your regulations, please sign below.

_____ _____

Signature Date

_____ _____

Work Site Taping Date

Goal 3
Activity 3

CAREER VALUES ACTIVITY SHEET

Here are 5 incomplete sentences to help you think about values. In the lists that follow each one, check every word that you want to finish the statement. If you like, you can add or change words.

After you mark all the words you want in a list, go back and number them in order of importance to you.

1. In my job, I want to _____

_____ make money
_____ have fun
_____ be important
_____ be physically active
_____ make things
_____ think
_____ be independent
_____ organize things
_____ take risks
_____ follow directions
_____ work with others
_____ be in charge
_____ do different things
_____ be safe
_____ make the world better

2. In my job, I'd like to have _____

_____ adventure
_____ comfort
_____ fun
_____ happiness
_____ free time
_____ nice surroundings
_____ money
_____ power
_____ nice clothes, cars
_____ security
_____ peace and quiet
_____ many friends

3. On the job, I want to be _____

_____ brave
_____ smart
_____ confident
_____ hard-working
_____ creative
_____ neat
_____ tough
_____ kind
_____ loyal
_____ trusting
_____ easy to talk to
_____ honest
_____ caring
_____ competitive
_____ responsible
_____ free
_____ needed
_____ mature
_____ organized
_____ powerful
_____ funny
_____ self-accepting

4. In the world, I would like to work toward _____

_____ peace
_____ human rights
_____ developing technology
_____ brotherhood
_____ arms control

Goal 3
Activity 3

CAREER VALUES ACTIVITY SHEET

WHO AM I?

Write words that describe you best in each box.

AM	WANT	NEED
HATE	DON'T	LOVE
HAVE	CAN	TRY

Adapted from Michelozzi, B.N. (1984). Coming Alive From 9 to 5. Palo Alto, CA: Mayfield Publishing.

Goal 2
Activity 1

STUDENT SCHOOL RECORD
SUMMARY FORM

Name _____ Social Security # _____
Date of Birth _____ Age _____
Parent/Caregiver _____
Address _____ Phone _____

Career Interests:

1. _____
2. _____
3. _____
4. _____
5. _____

Work Experience Placements:

1. _____
2. _____
3. _____
4. _____
5. _____

Assessment Data

Academic Ability

Reading Level _____ Test _____ Date _____
Math Level _____ Test _____ Date _____
Language _____ Test _____ Date _____

Intelligence

Verbal _____ Performance _____ Full Scale _____

Career Interests/Aptitudes

Test _____ Results _____
Date _____ _____

Test _____ Results _____
_____ _____

Motor Ability _____ Test _____ Date _____
Physical Capacities (taken from health record and observations)

	Yes	No
Climb/Balance	_____	_____
Stoop/Bend	_____	_____
Reach/Handle	_____	_____
Talk/Hear	_____	_____
Functional Vision	_____	_____
Lift/Carry (L) 10 lbs	_____	_____
(M) 20 lbs	_____	_____
(H) 50 lbs	_____	_____

Physical limitations _____

_____

Health-Related Information _____

_____

Learning Characteristics (from teacher observation):

_____ Works well independently
_____ Works well in a small group
_____ Attends to large group instruction
_____ Requires frequent change of activity
_____ Responds best to reminders and organizers
_____ Responds best to consistency in daily routine
_____ Works well with peer tutors
_____ Uses associational strategies to recall information
_____ Requires assistance reading instructional materials
_____ Responds best when materials are presented orally
_____ Requires oral administration of tests
_____ Can complete written assignments when given clear instructions
_____ Responds best when materials are presented in writing
_____ Responds to visual cues (highlighting, directional arrows)
_____ Performs computations accurately (+ - * division %)
_____ Can determine the information needed and the operation required to solve a problem
_____ Requires adaptations to perform computations (calculator)
_____ Requires time extensions to complete work
_____ Exhibits adequate oral communication skills in class

Areas in which student needs focused assistance (functional skills, expressive language, etc.) _____

_____

Effective Reinforcers _____

Goal 6
Activity 2

WORK OBSERVATION SITE DEVELOPMENT LOG

School: City:

Contact Date	Site & Address	Contact Person/ Phone	Tasks	Observation Site	Training Site

Goal 6
Activity 4

JOB SKILL/INDIVIDUAL SKILL ANALYSIS

Name _____ Date _____

Observation Site _____ Job _____

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

THESE ARE WAYS I COULD GAIN THE SKILLS I NEED:

THESE ARE POSSIBLE CHANGES IN THE WORKPLACE OR THE WAY THE JOB IS DONE THAT WOULD ALLOW ME TO DO THE JOB:

THIS JOB IS:

_____ ONE I BELIEVE I COULD DO

_____ PROBABLY NOT RIGHT FOR ME

Goal 6
Activity 1

STUDENT JOB ANALYSIS

Observer _____

Date _____

Job Site _____

Job _____

List each task you observed the worker perform to do this job:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

B. Job Requirements: Check those observed and add comments, if needed.

1. Math
   Add _____ Subtract ___ Multiply ___ Divide ___

   Make Change ___ Tell Time ___ Measure ___

2. Reading
   Directions ___ Manuals ___ Labels/Signs ___

3. Writing ___

4. Speaking to:
   Supervisor ___ Coworkers ___ Customers ___ Others ___

5. Using the telephone to:
   Take messages ___ Give information ___ Make requests ___

6. Using hand tools _____

7. Operating machinery _____

8. Lifting, carrying, pushing, pulling _____

9. Other _____

C. Work behaviors: Check those observed and add comments, if needed.

1. Controls anger _____
2. Gets along with others ___
3. Gets to work on time ____
4. Finishes work on time ____
5. Works safely _____
6. Dresses appropriately ____
7. Shows enthusiasm for job _
8. Maintains good grooming __
9. Sticks to job until done ___
10. Works independently _____
11. Works neatly and accurately _
12. Takes care of equipment ____
13. Asks for help when needed ___
14. Is honest _____
15. Accepts changes _____

Comments: _____

_____

_____

D. Working conditions: Check those observed and add comments, if needed.

1. Extremely hot _____
2. Extremely cold _____
3. Humid _____
4. Wet _____
5. Dry _____
6. Dusty and dirty _____
7. Noisy _____
8. Supervised work _____
9. Independent work _____
10. Good lighting _____
11. Good ventilation _____
12. Tension and pressure _____
13. Distracting conditions _____
14. Hazardous _____
15. Working with others _____
16. Working alone _____
17. Working mostly inside _____
18. Working mostly outside _____
19. Working many hours _____
20. Other _____

Comments: _____

_____

E. Interview an employee, supervisor, or manager to find out:

1. What training is required? Where can I get it?

2. What is the salary?

3. What are the hours?

4. Are there deadlines to meet?

5. How accurate does the work need to be?

6. What work habits are required to keep the job?

F. Self-Evaluation

1. Could you do this job with the skills you have?

2. Could you do this job with training? _____ What skills would you need to learn?

3. Is this a job you would like to do?

Goal 2
Activity 2

STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)

2. What jobs do you do at home? Do you get paid for them?

3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?

4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)

5. Have you ever done any volunteer work? If yes, please explain.

6. Have you ever had a job working for an employer? Where? How long?

7. What jobs do you think you would like to do?

8. What jobs do you think you are good at doing?

9. What job or jobs do you really think you would not like? Why?

10. Check the classes you like best:

___ English
___ Math
___ Science
___ Social Science
___ P.E.
___ Agriculture
___ Music
___ Home Economics
___ Shop
___ Auto Mechanics
___ Typing
___ Art
___ Other _____
_____
_____

11. Check the classes you like least:

___ English
___ Math
___ Science
___ Social Science
___ P.E.
___ Agriculture
___ Music
___ Home Economics
___ Shop
___ Auto Mechanics
___ Typing
___ Art
___ Other _____
_____
_____

12. Check the vocational courses you have taken:

___ Office Practices
___ Shop
___ Auto Mechanics
___ Agriculture
___ Consumer Ed
___ Typing
___ DECA
___ Home Economics
___ Food Preparation
___ Other _____
_____
_____

13. Check as many kinds of jobs from the list as you want that you think you would enjoy doing if you had training.

___ Maid
___ Cook
___ Waiter/Waitress
___ House Painter
___ Assembly Line Worker
___ Nurse's Aide
___ Delivery Service
___ Cashier
___ Day Care Worker
___ Veterinarian's Aide
___ Gas Station Attendant
___ Dishwasher
___ File Clerk
___ Grocery Store Worker
___ Truck Driver
___ Logger
___ Carpenter
___ Gardener
___ Librarian
___ Sales Clerk
___ Mechanic
___ Food Service Worker
___ Laundry Worker
___ Truck Loader
___ Janitor
___ Receptionist
___ Clean and Set Tables
___ Stock Person
___ Other _____

14. Check the things that you CAN do:

___ Type
___ Use a cash register
___ Count Change
___ Clean a bathroom
___ Change a diaper
___ Sweep
___ Wash dishes by hand
___ Set a table
___ Cook
___ Lift heavy objects
___ Use a telephone
___ File by numbers
___ Use a calculator
___ Count money
___ Change sheets on bed
___ Pump gas
___ Feed a baby
___ Mop
___ Load a dishwasher
___ Ride a bicycle
___ Fold laundry
___ Drive a car
___ Use a vacuum
___ File alphabetically

15. List any other skills you have or things that you can do.

16. Circle the words that you think best describe you.

Honest
Dependable
Cooperative
Happy
Hated
Nervous
Capable
Creative
Emotional
Strong
Friendly
Intelligent
Loyal
Patient
Reliable
Thoughtful
Musical
Competitive
Quiet
Hard Working
Joking
Worried
Talkative
Active
Curious
Considerate
Trusting
Understanding
Helpful
Kind
Mature
Quick
Responsible
Respected
Artistic
Loud
Serious
Pleasent
Afraid
Lazy
Careful
Easygoing
Energetic
Trustworthy
Cheerful
Independent
Likeable
Outgoing
Relaxed
Self-Confident
Leader
Perfectionist

LEVEL I

Assessment of Functional Skills

Career Exploration--Moderate/Severe

Goal 1: Activity 1

LIVING SKILLS CHECKLIST

Student:_____ Date:_____

Completed by:_____

Please check the skills that your child performs independently or with assistance and describe the type of assistance needed.

PERSONAL HYGIENE/GROOMING	I	W/Assistance (Describe)
1. Washes hands		
2. Washes hair		
3. Washes body		
4. Uses deodorant		
5. Combs/brushes hair		
6. Brushes teeth		
7. Shaves using razor (electric or straight edge)		
8. Cleans/clips fingernails and toenails		
9. (Female) Handles feminine hygiene		
10. Uses kleenex/handkerchief		
11. Other _____		
_____		

LAUNDRY/CLOTHING CARE	I	W/Assistance (Describe)
1. Sorts clothes (light/white, dark/colored)		
2. Uses regular washer		
3. Uses regular dryer		
4. Folds/hangs clothes		
5. Other _____		
_____		

Goal 1: Activity 1
Page Two

HOUSEKEEPING	I	W/Assistance (Describe)
1. Dry mops/sweeps floor 2. Wet mops floor 3. Cleans bathroom 4. Sets table for meal 5. Clears dishes from table 6. Washes dishes: a. Uses sink b. Uses dishwasher 7. Dries dishes 8. Stores dishes/pans/utensils in proper place 9. Cleans counter/table 10. Disposes of garbage in garbage disposal or container 11. Other _____ _____		

MEAL PREPARATION/COOKING	I	W/Assistance (Describe)
1. Assists with preparing meal 2. Assists with preparing snacks 3. Identifies kitchen utensils/cookware 4. Identifies dishes 5. Identifies appliances, etc. (stove, oven, refrigerator, dishwasher, cupboard, table, chair, sink, freezer) 6. Other _____ _____		

TIME	I	W/Assistance (Describe)
1. Distinguishes units of time: a. day/night b. morning/evening/afternoon 2. Distinguishes a.m./p.m. 3. Distinguishes workdays/non-workdays 4. Tells time by hour and 1/4 hour 5. Sets and uses alarm clock 6. Other _____		

Goal 1: Activity 1
Page Three

PERSONAL/SOCIAL SKILLS	I	W/Assistance (Describe)
1. Carries identification (I.D.)		
2. Responds when spoken to		
3. Uses communication system if nonverbal		
4. Communicates basic needs: verbally, nonverbally		
5. Communicates full name: verbally, using I.D., written		
6. Communicates address, phone number: verbally, using I.D., written		
7. Communicates school or place of work: verbally, using I.D., written		
8. Expresses anger in acceptable manner		
9. Expresses fear in acceptable manner		
10. Expresses affection in acceptable manner at home, school and in the community		
11. Expresses dislike in acceptable manner		
12. Apologizes		
13. Initiates interactions with others		
14. Converses with family members and visitors		
15. Practices acceptable manners in/at:		
a. restaurant		
b. theater/spectator event		
c. party/dance		
d. church		
e. doctor		
f. dentist		
16. Accepts/adjusts to situations that are contrary to own will or desire		
17. Accepts/adjusts to change		
18. Accepts/adjusts to novel situations: visitors, schedule change		
19. Uses acceptable table manners		
20. Engages in a passive activity: stereo, movie, etc. List preferences: _____		
21. Engages in solitary games List preferences: _____		
22. Engages in games with others List preferences: _____		
23. Engages in hobby/craft activity List preferences: _____		

Goal 1: Activity 1
Page Four

MOBILITY	I	W/Assistance (Describe)
1. Crosses streets safely using traffic lights and pedestrian crossings 2. Knows way to selected locations		
COMMUNITY	**I**	**W/Assistance (Describe)**
1. Assists in making purchases at: a. Grocery stores b. Department stores/malls c. Convenience stores 2. Uses recreational facilities (bowling lanes, YMCA, parks, etc.)		
CHORES	**I**	**W/Assistance (Describe)**
1. Helps with household chores List: _____ _____		

Goal 2: Activity 2

WEEKDAY SCHEDULE
(Option 3)

Student _____ Date _____

Completed by _____

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 2: Activity 2

WEEKEND SCHEDULE

Student _____ Date _____

Completed by _____

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 2: Activity 2
Page Two

Time	Activity	Present level of performance/ assistance necessary	Priority

PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # _____ from any responsibility involved in:

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____.
(Name of student)

Name of insurance company: _____

Policy Number: _____

_____ _____
Parent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Teacher's Signature Date

Goal 2: Activity 1

INITIAL STUDENT INTERVIEW

DIRECTIONS: The student interview form is used initially to find out how much the student knows about work and what work, if any, the student has performed in the past. The interview format is used in subsequent years to determine the student's job-related interests as she/he learns more about work and has a chance to try different jobs. The information obtained from the student interview is used when developing the IEP goals and objectives. The completed form may need to be evaluated by a person familiar with the student to check for accuracy.

To be completed by student:

Name:_____ Date:_____

Address:_____ Age: _____
Street

_____ Soc.Sec.#:_____
City, State, Zip Code

Graduation Date:_____

****

Previous Work Experience

What jobs have you done:

At home _____

For neighbors _____

At school _____

****

Career Interests

What jobs would you like to do?

_____

_____

Goal 2: Activity 1
Page Two

Are there any jobs you would not like to do?

_____

_____

****

School Interests

What would you like to learn in school?

_____

_____

****

Interviewed by:_____ Date:_____

Goal 2
Activity 2

STUDENT INTERVIEW

To be completed by student:

Name: _____ Date: _____

Address: _____

City, State, Zip: _____

****

What year are you planning to graduate? _____

Do you receive any special services at school? _____ Yes _____ No

If yes, what kind? _____

_____

****

Previous Work Experience

1. What jobs have you done around your house or school?

_____

_____

_____

2. Have you ever had a job working for an employer? ____ Yes ____ No

Name of Employer	Type of Work	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you ever filled out a job application? _____ Yes _____ No

4. Have you ever been interviewed for a job? _____ Yes _____ No

Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

_____

_____

_____

2. What kinds of jobs are you interested in now? _____

_____

_____

3. Which of these jobs is the one you would most like to do?

First Choice: _____

Second Choice: _____

Third Choice: _____

4. What jobs would you like to find out more about? _____

_____

_____

_____

5. What kind of work would you not like to do? _____

_____

_____

****

Skills

1. What would an employer like about you? _____

_____

_____

2. What would an employer not like about you? _____

_____

_____

3. Do you have any skills you learned in school or elsewhere that would help you on a job? _____

_____

_____

_____

****

Notes

****

Interviewed By: _____ Date _____

Goal 2: Activity 4

STUDENT PROFILE

Directions: Complete and/or update form every few years to keep information current. This form is used to summarize and pass on critical information to subsequent teachers and Adult Service Agency personnel.

Student _____ Completed by _____

Date of Birth _____ Date Completed _____

Family History: _____

Medical History: _____

Social Characteristics: _____

Academic Skills: _____

Functional Skills (include domestic, rec./leisure, vocational and community functioning domains): _____

Likes (including reinforcers): _____

Dislikes: _____

Average speed/rate student performs tasks: _____

Goal 2: Activity 4
Page Two

Average attention span: _____

Average rate of acquisition of new skills: _____

Flexibility to adapting to new tasks, persons, environments, etc. _____
_____
_____

Initiative _____
_____

Preferred learning modalities (e.g. auditory, visual, etc.) _____
_____
_____

Overall strengths: _____
_____
_____

Overall weaknesses (including any physical or medical limitations) _____
_____
_____
_____

Goal 2: Activity 2

PARENT INTERVIEW
(Option 1)

Directions: The Parent Interview form can be sent home along with the Living Skills Checklist and a cover letter explaining how to fill the forms out. The forms can then be discussed and completed, if necessary, at the parent meeting with the instructional team to develop long-term goals. An orientation meeting should be held before sending home any forms to explain the vocational curriculum and the hoped for involvement of the parents this year and in subsequent years.

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

1. What do you want for your son/daughter during the next year, in 5 years, after graduation in the areas of recreation/leisure, vocational, community functioning and domestic living?

   Next Year
   Recreation/Leisure _____
   Vocational _____
   Summer Job _____
   Community Functioning _____
   Domestic Living _____

   High School
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

   After Graduation
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

2. What skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job-seeking skills, job-keeping skills, domestic living, community functioning, etc.)? Please list:

   _____
   _____
   _____

3. What most concerns you about the future of your son/daughter?

   _____
   _____
   _____

Goal 2: Activity 2
Page Two

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

_____
_____
_____

5. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

_____
_____
_____

6. What type of work do you think your son/daughter would like best? Explain.

_____
_____
_____

7. What type of work do you think your son/daughter would like least? Explain.

_____
_____
_____

8. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use?

_____
_____
_____

9. What community activities does your son/daughter participate in (e.g. eating out, attending church, assisting with grocery shopping, etc.)? What would you like your child to use?

_____
_____
_____

Goal 2: Activity 2

Parent Interview
(Option 2)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

Directions: Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

D = Dependent, needs maximal supervision
SI = Semi-independent, needs minimal supervision
I = Independent, needs no supervision

I. Domestic Domain
   A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

   B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

   ____ Dressing appropriately/choosing clothes

   ____ Clothing care (including laundry, ironing, mending)

   ____ Meal preparation

   ____ Housekeeping

   ____ Hygiene/grooming

Goal 2: Activity 2
Page Two

____ Health education (including diet/exercise, sex education)

____ Other, please list

_____ _____

_____ _____

_____ _____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

____ Use public service agencies (post office, bank, employment agencies, etc.)

____ Use public recreation facilities (bowling, swimming, tennis, etc.)

____ Schedule appointments for health and grooming needs

Goal 2: Activity 2
Page Three

____ Other, please list

_____ _____

_____ _____

_____ _____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goal 2: Activity 2
Page Four

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Going to movies

____ Attending spectator sports

____ Participating in sports (individual or group). Please list:

_____

____ Using library

____ Attending concerts, plays

____ Attending seasonal craft, art shows, etc.

____ Participating in church activities

____ Eating out

____ Attending community events (parades, rodeos, etc.)

____ Taking Parks and Rec. Dept. or continuing education classes

____ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. (mows lawn, carries out trash, makes bed, etc.)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goal 2: Activity 2
Page Five

B. What jobs does your child like to do? _____

_____

C. What jobs does your child <u>not</u> like to do? _____

_____

D. What types of work would you not like your child to perform at school or in the community? _____

_____

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

____Verbal ____Gestures

____Sign Language ____Other, please list

____Picture Book _____

____Written Message _____

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

_____

_____

C. Other

_____

_____

_____

_____

Goal 2: Activity 4

STUDENT INTEREST SUMMARY

Note: The student interest summary can be used as a way to summarize information gather from student and parent interviews conducted yearly. The information can then be used when planning yearly and long-term goals.

Student _____ Parents _____

Completed by _____ Date _____

Domain	Student's Goals	Parental Priorities	Teacher Priorities
Domestic	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
Community Functioning	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
Recreation/ Leisure	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.

Goal 2: Activity 4
Page Two

	1.	1.	1.
Vocational	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.

Other Concerns: _____

Goal 5: Activity 4

WORK OBSERVATION FORM - Option 1

NAME _____ DATE _____

OBSERVATION SITE _____

JOB _____

LIST ACTIVITIES OBSERVED:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

WORKING CONDITIONS:

1. DOES THIS PERSON ____WORK ALONE? ____WORK WITH OTHERS?

2. DOES THIS PERSON ____WORK INSIDE? ____WORK OUTSIDE?

Goal 5: Activity 4
Page Two

3. IS THIS JOB

____QUIET ____LOUD

____CLEAN ____DIRTY

OTHER _____

_____

4. WHAT ARE THE WORK HOURS?

_____MORNING _____AFTERNOON _____NIGHT

5. COMMENTS

_____

_____

_____

_____

_____

WORK OBSERVATION FORM
Option 2

As an in-school activity after participating in a work observation, students can select the appropriate pictures to be attached to the work observation form; students then label the pictures using index cards printed with the correct word or phrase to use as a model, or the student may ask someone to help them if he is unable to write.

WORK OBSERVATION FORM
Option 2

NAME _____ DATE _____

OBSERVATION SITE _____

JOB _____

LIST ACTIVITIES OBSERVED:

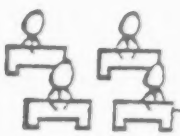
1. _____

2. _____

3. _____

4. _____

WORKING CONDITIONS:

1. DOES THIS PERSON ____WORK ALONE?  ____WORK WITH OTHERS?

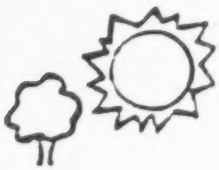
2. DOES THIS PERSON ____WORK INSIDE? ____WORK OUTSIDE?

3. IS THIS JOB

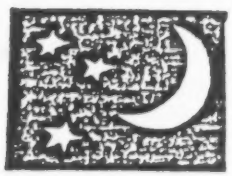
____QUIET?

____LOUD?

4. WHAT ARE THE WORK HOURS?



_____ DAY .



_____NIGHT

5. COMMENTS:

Goal 2
Activity 2

STUDENT SELF INVENTORY

1. What do you do in your leisure time? (Sports, hobbies, etc.)

2. What jobs do you do at home? Do you get paid for them?

3. Have you ever worked for neighbors mowing lawns, weeding gardens, shoveling snow, baby-sitting, etc.?

4. What jobs do you do at school? (Office work, selling programs, tickets, concessions, manager of a team, etc.)

5. Have you ever done any volunteer work? If yes, please explain.

6. Have you ever had a job working for an employer? Where? How long?

7. What jobs do you think you would like to do?

8. What jobs do you think you are good at doing?

9. What job or jobs do you really think you would not like? Why?

10. Check the classes you like best:

___ English	___ Agriculture	___ Typing
___ Math	___ Music	___ Art
___ Science	___ Home Economics	___ Other _____
___ Social Science	___ Shop	_____
___ P.E.	___ Auto Mechanics	_____

11. Check the classes you like least:

___ English	___ Agriculture	___ Typing
___ Math	___ Music	___ Art
___ Science	___ Home Economics	___ Other _____
___ Social Science	___ Shop	_____
___ P.E.	___ Auto Mechanics	_____

12. Check the vocational courses you have taken:

___ Office Practices	___ Consumer Ed	___ Food Preparation
___ Shop	___ Typing	___ Other _____
___ Auto Mechanics	___ DECA	_____
___ Agriculture	___ Home Economics	_____

13. Check as many kinds of jobs from the list as you want that you think you would enjoy doing if you had training.

___ Maid	___ Logger
___ Cook	___ Carpenter
___ Waiter/Waitress	___ Gardener
___ House Painter	___ Librarian
___ Assembly Line Worker	___ Sales Clerk
___ Nurse's Aide	___ Mechanic
___ Delivery Service	___ Food Service Worker
___ Cashier	___ Laundry Worker
___ Day Care Worker	___ Truck Loader
___ Veterinarian's Aide	___ Janitor
___ Gas Station Attendant	___ Receptionist
___ Dishwasher	___ Clean and Set Tables
___ File Clerk	___ Stock Person
___ Grocery Store Worker	___ Other _____
___ Truck Driver	

14. Check the things that you CAN do:

___	Type	___	Use a calculator
___	Use a cash register	___	Count money
___	Count Change	___	Change sheets on bed
___	Clean a bathroom	___	Pump gas
___	Change a diaper	___	Feed a baby
___	Sweep	___	Mop
___	Wash dishes by hand	___	Load a dishwasher
___	Set a table	___	Ride a bicycle
___	Cook	___	Fold laundry
___	Lift heavy objects	___	Drive a car
___	Use a telephone	___	Use a vacuum
___	File by numbers	___	File alphabetically

15. List any other skills you have or things that you can do.

16. Circle the words that you think best describe you.

Honest	Quiet	Loud
Dependable	Hard Working	Serious
Cooperative	Joking	Pleasent
Happy	Worried	Afraid
Hated	Talkative	Lazy
Nervous	Active	Careful
Capable	Curious	Easygoing
Creative	Considerate	Energetic
Emotional	Trusting	Trustworthy
Strong	Understanding	Cheerful
Friendly	Helpful	Independent
Intelligent	Kind	Likeable
Loyal	Mature	Outgoing
Patient	Quick	Relaxed
Reliable	Responsible	Self-Confident
Thoughtful	Respected	Leader
Musical	Artistic	Perfectionist
Competitive		

Goal 2: Activity 3

STUDENT SELF-INVENTORY

NAME _____ DATE _____

Directions: The instructor may go over the form and have the students begin to fill out the form as a group. The words that describe individual traits should be defined and illustrated so the students understand their meaning. The teacher should then conference individually with each student to ensure accurate completion of the form.

1. Things you CAN do:

____Type

____Use a calculator

____Use a cash register

____Count money

____Count change

____Change sheets on a bed

____Change a diaper

____Pump gas

____Clean a bathroom

____Feed a baby

____Sweep

____Mop

____Wash dishes by hand

____Load a dishwasher

____Set a table

____Ride a bicycle

____Cook

____Fold laundry

____Lift heavy objects

____Drive a car

____Use a telephone

____Use a vacuum

____File by numbers

____File alphabetically

____Dust

____Cut up vegetables

____Prepare salads

____Pour coffee

____Feed/water pets

____Bathe pets

____Wash car

____Take care of garden

Goal 2: Activity 3
Page Two

2. List other skills you can do:

_____

_____

_____

3. Circle the words that describe YOU:

honest	quiet	loud
dependable	hard working	serious
cooperative	joking	pleasant
happy	worried	afraid
talkative	lazy	nervous
active	careful	considerate
energetic	curious	easygoing
emotional	trusting	trustworthy
strong	understanding	cheerful
friendly	helpful	independent
kind	likeable	weak
loyal	mature	outgoing
shy	patient	quick
slow	reliable	responsible
self-confident	thoughtful	leader
musical	artistic	neat
organized	competitive	clean

JOB SKILL/INDIVIDUAL ANALYSIS FORM - Option 1

NAME _____ DATE _____

JOB TITLE _____

Tasks Observed	Skills	Skills/Adaptations To Help Learn Tasks	I Can	I Can Learn	I Would Like To Do (Yes/No)

Goal 5: Activity 6

JOB SKILL/INDIVIDUAL SKILL ANALYSIS FORM - Option 2

NAME: _____ DATE: _____

OBSERVATION SITE: _____ JOB: _____

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I ALREADY HAVE:

THIS JOB REQUIRES THE FOLLOWING SKILLS THAT I DO NOT HAVE:

I CAN LEARN THESE SKILLS THE FOLLOWING WAYS:

IF I HAD THIS JOB, THESE ARE THE TASKS I CAN DO NOW:

I WOULD:

_____ LIKE TO TRY THIS JOB

_____ DO NOT LIKE THIS JOB

Goal 5: Activity 5

Note: This informal inventory is an example of the information that can be obtained during the work observations conducted during Career Exploration, through a personal interview with the employer or when conducting business in the community. The questions on this survey can be changed to reflect the type of information you are interested in obtaining.

Informal Inventory of Community Businesses

Business _____ Telephone _____

Address _____ Contact Person _____

The following information can be obtained by asking the employer and/or through observation during the work observations of Career Exploration, a tour of the business or when conducting business at the site:

1. Site Qualities:
   - Variety of jobs _____
   - Regular coworker contact _____
   - Speed not critical _____
   - Consistent workload _____
   - Work is nonhazardous _____
   - Work is repetitious _____

The following information can be obtained by asking the employer:

2. Primary Activity/Service:

3. Time of day, week or season when employer has greatest need for employment:

4. Time of day or week when work is slow (when a student being trained will not get in the way of other employees):

5. Operating hours:

6. Number of employees:

7. Number of new employees required each year (turnover rate):

8. Distance from school:

Goal 5: Activity 5
Page Two

9. Tasks observed that need to be performed but employer does not have sufficient manpower to get the tasks done:

10. Types of jobs available, general tasks that occur within each job, and jobs that can be broken into parts of jobs. (Refer to Goal 2, Activity 3 for further explanation).

LEVEL II

Assessment of Initial Career and
Vocational Interest and Skills

Work Exploration--Mild/Moderate/Severe

STEP: University of Idaho, Moscow, Idaho
Goal 3: Activity 1

STUDENT TRAINING PLAN

Student_____

Training Site_____

Work Supervisor_____

Rating Key

0 - Not sufficient opp. to learn
1 - Needs constant supervision
2 - Needs some supervision
3 - Can do task unsupervised

Check Task To Be Done	Task No.	Task	Rating											
	1.													
	2.													
	3.													
	4.													
	5.													
	6.													
	7.													
	8.													
	9.													
	10.													
	11.													
	12.													
	13.													
	14.													
	15.													
	16.													
	17.													
	18.													
	19.													
	20.													

STEP: University of Idaho
Goal 1: Activity 5

COMMUNITY WORK SITE DEVELOPMENT LOG

CONTACT DATE	SITE	CONTACT PERSON/PHONE	TASKS	OBSERVATION SITE?	TRAINING SITE?	ANALYSIS AVAILABLE

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S WORK LOG

Training Site _____

Day	Month	Date	Year
_____	_____	_____	_____

Activities:

_____

_____

_____

_____.

Note: Students can describe in writing the tasks they completed at work that day on their own, combining vocabulary cards into sentences or by compiling pictures into a sequence of the tasks performed. This activity is useful because it helps students think about what they do on the job and learn vocabulary words related to work.

Goal 5: Activity 4
Page Three

RESUME WORKSHEET

Section I.

OBJECTIVE: I AM SEEKING FULL-TIME OR PART-TIME EMPLOYMENT AS

_____.

****

Section II.

PERSONAL INFORMATION

NAME: _____

ADDRESS: _____
Street

_____
City State Zip Code

TELEPHONE NUMBER: _____

BIRTH DATE: _____

****

Section III.

EDUCATION

NAME OF SCHOOL: _____

CITY: _____ STATE: _____

DATE OF GRADUATION: _____

Goal 5: Activity 4
Page Four

Section IV.

WORK EXPERIENCE

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

Goal 5: Activity 4
Page Five

Section V.

INTERESTS

WHAT DO YOU LIKE TO DO AFTER SCHOOL OR IN YOUR FREE TIME?

_____

_____

_____

****

Section VI.

REFERENCES

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

Goal 5: Activity 4
Page Six

RESUME

OBJECTIVE: _____

_____

NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____

BIRTHDATE: _____

EDUCATION: _____

_____

_____

EXPERIENCE: _____

_____

_____

_____

_____

_____

INTERESTS: _____

_____

REFERENCES: _____

_____

_____

_____

_____

_____

JOB ANALYSIS/INVENTORY
Part I - General Information

Name of Business:

Address:

Telephone Number:

Contact Person:

List of Positions:

Position Being Evaluated:

List Duties Required of This Position:

Job Analysis Completed on what Components of Job Being Evaluated?

Job Description Available? _____ Yes (attached) _____ No

General Description of Work Setting:

Goal 1: Activity 8

Page Two

Work Hours:

Work Contingencies:

a. Appropriate attire:

b. Procedure for absences:

c. Breaks:

d. Clocking in:

e. Attendance requirements:

f. Hygiene requirements:

g. Reasons for firing employees:

h. Other:

Production Rate:

Quality Standards:

General Description of Social Environment:

Page Three

JOB ANALYSIS/INVENTORY
Part II - Job Analysis

NAME _____ DATE ASSESSED _____

DOMAIN_____ ENVIRONMENT_____

SUBENVIRONMENT_____ ACTIVITY _____

+ = Performed skill independently
- = Required assistance in performing skill
? = Student was not observed or did not have the opportunity to perform skill

ACTIVITY	+	-	?	DISCREPANCY

JOB ANALYSIS/INVENTORY
Part III - Supportive Skill Requirements

Reading Skills Required:

List of Reading/Vocabulary Words:

Math Skills Required: (List any specific skills needed)

Money Skill Requirements:

Writing Skills:

Discrimination Skills Needed:

Time-Telling/Time-Judgement Skills Required:

Physical Skill Requirements:

Tool and Machine Skills:

Verbal/Nonverbal Language Skills: (List specific interactions that occur on a regular basis)

Interpersonal Skills Required: (List specific skills)

Other Skill Requirements:

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

(Name of School)
TRAINING AGREEMENT COVER SHEET
(Teacher, Employer and Parent Copy)

Student _____ Age _____

S.S.N. _____ Home Telephone _____

School _____ Telephone _____

Employer/Training Sponsor _____

Address _____ Telephone _____

Work Exploration Supervisor _____

****

Beginning Date _____

Ending Date _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work

_____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9
Page Two

(Name of School)
TRAINING AGREEMENT

The Employer/Training Sponsor Agrees To:

1. Develop a training plan with the work-experience coordinator;
2. Work with the coordinator to ensure the best possible training;
3. Help to evaluate the student's performance;
4. Provide time for consultation with the coordinator to discuss the student's progress;
5. Consult with the work-experience coordinator if dismissal is anticipated; conferences should be held to avoid dismissal.

The Student Agrees To:

1. Be regular in attendance on the job;
2. Inform the employer and the coordinator in the event of illness or absence;
3. Perform work responsibilities in an efficient and willing manner;
4. Demonstrate appropriate dress and grooming habits and act in an appropriate manner;
5. Conform to the rules and regulations of the work site;
6. Be subject to discharge at any time because of poor work habits or dishonesty.

The Parent/Guardian Agrees To:

1. Share responsibility for school and job attendance, including calling the employer in case of illness or absence;
2. Encourage the student to succeed in school work and work experience.

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9
Page Three

The Work-Exploration Coordinator Agrees To:

1. Develop a training plan with the employer;
2. Provide necessary related classroom instruction;
3. Supervise and provide training needed by the student on a regular basis as agreed upon with the employer;
4. Evaluate the student's performance on a regular basis with input from the employer;
5. Inform parents and student of progress made at the work site.

The coordinator and/or employer reserve the right to withdraw the student from the work station under the following conditions:

a. The student is no longer enrolled in school;
b. The student's attendance or performance is unsatisfactory;
c. The policies or rules of the employer are abused by the student;
d. The student decides to terminate the training;
e. The activities no longer need to be performed at the site;
f. The student is performing the job at a competitive rate.

_____ _____
Student Date

_____ _____
Parent/Guardian Date

_____ _____
Employer Date

_____ _____
Work-Experience Coordinator Date

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

Directions: This form should be reviewed with the students before obtaining their signature. The signed form can then be placed in each student's vocational notebook.

STUDENT TRAINING AGREEMENT - Option 1
(Student Copy)

Training Site _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work _____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

The Student Agrees To:

1. Be on time.
2. Call employer and teacher if sick. (Explain procedure)
3. Show that you like your job. (Explain and roleplay)
4. Come to work clean and dressed neatly.
5. Work quickly.
6. Check your work.
7. Be honest.
8. Follow the rules. These rules are:
   (list and explain rules)

REMEMBER! You may be hired if:
- a. You come to work regularly and on time.
- b. Your appearance is neat and clean.
- c. You show you like your job.

REMEMBER! You may be fired at any time if:
- a. Your work is not satisfactory.
- b. You are dishonest.
- c. Your work habits are poor.

The above form has been explained to me and I understand and agree to follow these rules.

_____ _____
Student Date

_____ _____
Work-Experience Coordinator Date

STUDENT TRAINING AGREEMENT - Option 2
(Student Copy)

Training Site:

Work Hours:

1:30
(Start Work)

3:00
(Stop Work)

M T W Th F

You _____ will _____ will not work on these dates: (the student will need to be reminded of this before each date)

I agree to:

1. Be to work on time.

2. Call if sick.

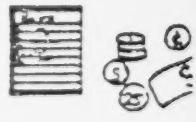
3. Be clean and neat.

4. Show that I like my job.

5. (list other rules specific to job)

You can be fired if you don't follow these rules.

You can earn (points, tokens, money, praise, etc.) if you follow these rules.



_____ _____
Student Date

_____ _____
Work Experience Coordinator Date

Name of Student _____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 1

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/ nonpaid	Tasks/activities performed	Job preference

Name of Student _____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 1

Site	Job Title	Adaptations (include adapted materials, devices & physical environ.)	Supervision/Personal Assistance Provided (Current level of independence)	Average Rate/ Quality of Work

STEP Manual Rough Draft
Goal 6: Activity 4

Name of Student _____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 2

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/ nonpaid	Tasks/activities performed	Job preference

97

Name of Student_____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 2

1. Daily Work Sequence

   a. Describe the typical time sequence for the activities performed by the student:

   b. Student is required to follow a specific, pre-established routine: ___Yes ___No
   Comments:

2. Adaptations/Modifications

   Describe any adapted materials, devices and/or adaptations to the physical environment that were used to increase student's ability to perform the job tasks:

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date _____

Training Site _____

Do You:	Yes	Needs Work
1. Follow directions?		
2. Get along with people at work?		
3. Come to work every day?		
4. Work hard?		
5. Show an interest in the job?		
6. Come to work on time?		
7. Dress appropriately for work?		
8. Look neat and clean?		
9. Work quickly?		

I missed the following days of work (give reason):_____

_____

I feel good about these things concerning my work:_____

_____

I need to improve these things about my work:_____

_____

Journal Entry: (See examples of journal questions on next page)

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name _____ Date _____

Training Site _____ Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

2. List areas where the student needs help with training, describe instructional ideas.

3. List academic skills identified at the training site that the student can work on in class.

4. Social skills:
   a. Comment on student's strengths observed during the week.

   b. List areas in which student needs to improve.

TASK ASSESSMENT DATA SHEET

NAME _____

WORKSITE _____

GOAL _____

_____

DATE	TASK	TIME BEGAN	TIME COMPLETED	ITEMS COMPLETED	TOTAL TIME	COMMENTS

NAME

TOTAL TASK SHEET

Activity

Goal 3: Activity 1

DATE:

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:

CRITERIA FOR CHANGE:

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site _____ Date _____

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly			
Number of days missed since last report			
2. Personal appearance			
3. Attitude toward job			
4. Ability to get along with coworkers			
5. Ability to follow directions			
6. Ability to take correction			
7. Ability to work unsupervised			
8. Rate of production			
9. Quality of work			

Are you satisfied with student's progress? _____

_____

Additional comments:

_____

Supervisor's Signature

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station:

Supervisor:

Date of Evaluation:

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?

3. Were you given a realistic idea of what to expect from this program?

4. Knowing what is involved, are you willing to accept students for this program next semester?

5. Are you willing to pay a student for work experience?

6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?

7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)

THANK YOU FOR YOUR COOPERATION!

Goal 6: Activity 2

END OF THE YEAR EVALUATION

Student's Name _____

Site _____

	Ability Compared with Average Employee		
	Equal to	Below Average	Comments
Student:			
Is reliable			
Gets along with coworkers			
Has acceptable behavior			
Productivity			
Quality of work			

Does student show potential for future employment? _____

Student's greatest strengths? _____

Problems student may encounter? _____

May student use your name as a reference? _____ Yes _____ No

_____ _____
Supervisor Date

_____
Position

_____ _____
Address Telephone Number

LEVEL III

Assessment of Career and Job Employability

PARENT/TEACHER ASSESSMENT
OF JOB-RELATED SOCIAL SKILLS

Student Name:_____

Please review the social skills listed below and use the following scale to evaluate the student's performance on the job. Record a 1,2,3,or 4 rating for each skill.

1 = I have had no opportunity to observe the student's performance

2 = The student does not have the skill.

3 = The student has the skill but doesn't always perform it.

4 = The student performs the skill consistently and independently.

SKILL	RATING
Is honest	
Accepts and follows instructions	
Keeps hair, teeth, clothes & body clean	
Maintains self-control	
Explains problems and asks for help appropriately	
Shows interest in the job and is willing to learn new tasks	
Works cooperatively with supervisor and co-workers	
Chooses suitable clothes for work	

STEP: University of Idaho Page 2

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

Rater

Date

STEP: University of Idaho Student Assessment 1 Revised 10/6/86

Name_____Date_____

School_____

PLEASE READ EACH SKILL LISTED BELOW. THINK ABOUT SITUATIONS THAT HAVE HAPPENED ON YOUR JOB. FOR EACH SKILL, DECIDE WHETHER OR NOT YOU HAVE A PROBLEM ON THE JOB. THEN MARK THE APPROPRIATE BOX.

	PROBLEM	NO PROBLEM
Being honest		
Accepting and following instructions		
Keeping hair, teeth, clothes & body clean		
Controlling anger and stress		
Explaining problems and asking for help		
Showing interest in the job and willingness to learn new tasks		
Working cooperatively with supervisor and co-workers		
Choosing suitable clothes for work		
Accepting criticism		
Accepting changes in work assignments and schedules		
Saving personal business for after work		

STEP: University of Idaho Student Assessment 2 Revised 10/6/86

Name_____ Date_____

School_____

THINK ABOUT THE SKILLS WHICH YOU MARKED AS PROBLEMS ON THE JOB.
USE THE SCALE BELOW TO DESCRIBE YOUR PERFORMANCE ON THE PROBLEM SKILLS.

1 = I don't know how I do on the job.

2 = I don't have the skill.

3 = I have the skill but I don't always use it.

SKILL	RATING
Being honest	
Accepting and following instructions	
Keeping hair, teeth, clothes & body clean	
Controlling anger and stress	
Explaining problems and asking for help	
Showing interest in the job and willingness to learn new tasks	
Working cooperatively with supervisor and co-workers	
Choosing suitable clothes for work	
Accepting criticism	
Accepting changes in work assignments and schedules	
Saving personal business for after work	

STEP: University of Idaho Employer Assessment 1 Revised 10/26/86

Student_____Date_____

School_____Employer_____

FOR EACH SKILL, PLEASE INDICATE WHETHER THE ABOVE STUDENT HAS A PROBLEM ON THE JOB BY MARKING THE APPROPRIATE BOX.

	PROBLEM	NO PROBLEM
Being honest		
Accepting and following instructions		
Keeping hair, teeth, clothes & body clean		
Controlling anger and stress		
Explaining problems and asking for help		
Showing interest in the job and willingness to learn new tasks		
Working cooperatively with supervisor and co-workers		
Choosing suitable clothes for work		
Accepting criticism		
Accepting changes in work assignments and schedules		
Saving personal business for after work		

STEP: University of Idaho Employer Assessment 2 Revised 10/26/86

Student_____Date_____

School_____Employer_____

THE SKILLS WHICH ARE CIRCLED HAVE BEEN IDENTIFIED AS PROBLEMATIC FOR THE ABOVE STUDENT. PLEASE USE THE SCALE BELOW TO DESCRIBE THE STUDENT'S PERFORMANCE ON THE PROBLEM SKILLS.

1 = I have had no opportunity to observe the student on this skill.

2 = The student doesn't have the skill.

3 = The student has the skill but doesn't always use it.

SKILL	RATING
Being honest	
Accepting and following instructions	
Keeping hair, teeth, clothes & body clean	
Controlling anger and stress	
Explaining problems and asking for help	
Showing interest in the job and willingness to learn new tasks	
Working cooperatively with supervisor and co-workers	
Choosing suitable clothes for work	
Accepting criticism	
Accepting changes in work assignments and schedules	
Saving personal business for after work	

Name_____ School_____

VIDEOTAPED SCENARIOS

2= Could not tell or show (skill deficit)
1= Could tell or show (performance deficit)

	Videotape Level 1	2	3
Being honest			
Accepting and following instructions			
Keeping hair, teeth, clothes & body clean			
Controlling anger and stress			
Explaining problems and asking for help			
Showing interest in the job and willingness to learn new tasks			
Working cooperatively with supervisor and co-workers			
Choosing suitable clothes for work			
Accepting criticism			
Accepting changes in work assignments and schedules			
Saving personal business for after work			

RATER:_____ DATE:_____

STEP: University of Idaho Revised 10/26/86

SOCIAL SKILLS ASSESSMENT: DATA SUMMARY SHEET

Student: Name_____School_____

RATINGS

SKILL	SELF P/NP	SELF #	ADULT*	TEACHER	EMPLOYER P/NP	EMPLOYER #	VIDEO
Being honest							
Accepting and following instructions							
Keeping hair, teeth, clothes & body clean							
Controlling anger and stress							
Explaining problems and asking for help							
Showing interest in the job and willingness to learn new tasks							
Working cooperatively with supervisor and co-workers							
Choosing suitable clothes for work							
Accepting criticism							
Accepting changes in work assignments and schedules							
Saving personal business for after work							

*parent, guardian, or other

COMMENTS:

SAMPLE 1
IDAHO INDIVIDUAL TRANSITION PLAN
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1 Date _____ Age _____		Year 2 Date _____ Age _____		Year 3 Date _____ Age _____		Year 4 Date _____ Age _____		Year 5 Date _____ Age _____	
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/ Income										
2. Voc Train/ Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transportation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

Gola 6: Activity 3

Name _____ Date _____

Interviewer _____ Year of Graduation _____

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?

2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?

3. How could you have been better prepared to work at your job?

4. What jobs are you interested in trying next year?

5. Did this job change your attitude about work or anything else?

6. Did not earning money for the work you did affect your work in any way?

7. If I called your employer, what would he say about you?

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?

2. On the attached sheet, check the in-class activities that were of help to you.

3. What skills would you like to learn next year?

STEP MANUAL - WORK EXPLORATION

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?

2. In what areas do you think you need help?

3. Would you rather work or go to school? Why?

4. In what ways could the time you spend in school be made more useful?

5. What are your plans for this summer? Would you like help getting a job?

6. What do you see yourself doing after graduating?

7. What grade do you expect for this semester?

LEVEL III

Assessment of Career and Job Employability

Name of Test AAMD-Becker Reading-Free Vocational Interest Inventory — Type of Test Screening Inventory

Address to obtain test: American Association on Mental Deficiency, 5201 Connecticut Ave, N.W., Washington, D.C. 20015 — (Measures what area) Vocational Interests

Cost	Scoring Procedures	Time for Scoring	Administration Procedur
Initial _____	[X] Hand Scored	10 min.	[X] Group Time Required 10-15 min
Per Pupil $1.25 (ea. book; some quantity discount)	[ ] Machine Scored	_____	[X] Individual Time Required 10-15 min

Brief Description of Test: A picture-interest inventory, with separate forms for males and females. Pictures, representing, according to the manual, "the kind and type of job tasks in which mentally retarded persons are proficient and productive," are arranged in groups of threes; the student circles the picture in each group that is best liked. There are 55 male triads representing 11 occupational clusters, and 40 female triads representing 8 occupational clusters. A scoring grid and profile form is attached to each consumable test booklet.

Face Validity- Good for students who can understand content of pictures; poor for students lacking career awareness.

Norming- Norms provided for EMR public school males and females, grades 9-12, and for EMR residential males and females, ungraded. All N's are over 1000 cases.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
None required	EMR	14 up	high school

Other comments by the Reviewer:

- Inventory is both sex-biased and content biased - EMR's may not be limited to the types of jobs depicted.
- Would be more economical if separate answer sheet were available so that test booklets could be re-used.
- Easy to administer and score
- Should be interpreted in light of all other known data about the student.

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MEASURES OF CAREER AWARENESS / VOCATIONAL INTERESTS

1. AAMD - Becker Reading - Free Vocational Interest Inventory
2. California Occupational Preference System
3. Career Awareness Inventory
4. Career Orientation Placement and Evaluation Survey
5. Career Maturity Inventory
6. Comprehensive Career Assessment Scale
7. Geist Picture Interest Inventory
8. Gordon Occupational Checklist
9. Individual Career Exploration
10. Individual Career Exploration - Picture Form
11. Ohio Vocational Interest Survey
12. Picture Interest Exploration Survey
13. The Self-Directed Search
14. Valpar Vocational Interest Screening
15. Vocational Interest, Experience, and Skill Assessment
16. Vocational Interest and Sophistication Assessment
17. Vocational Preference Inventory
18. Wide Range Interest-Opinion Test

MEASURES OF ACHIEVEMENT / FUNCTIONAL SKILLS

19. Adult Basic Learning Examination
20. Brigance Diagnostic Inventory of Essential Skills
21. Duval County Functional Literacy Test
22. Everyday Skills Test
23. Fundamental Achievement Series
24. Program for Assessing Youth Employment Skills
25. San Francisco Vocational Competency Scale
26. Social and Prevocational Information Battery
27. Social and Prevocational Information Battery - Form T
28. Street Survival Skills Questionnaire
29. Tests of Adult Basic Education
30. Tests for Everyday Living

DEXTERITY TESTS

31. Bennett Hand Tool Dexterity Test
32. Crawford Small Parts Dexterity Test
33. Pennsylvania Bi-Manual Dexterity Test
34. Purdue Pegboard
35. Minnesota Rate of Manipulation Test
36. Minnesota Spatial Relations Test

APTITUDE TESTS

37. Bennett Mechanical Comprehension Test
38. Career Ability Placement Survey
39. Dailey Vocational Tests
40. Minnesota Clerical Test
41. Personnel Tests for Industry - Oral Directions Test
42. Revised Minnesota Paper Form Board Test

Name of Test	California Occupational Preference System (COPS)	Type of Test	Screening Inventor
Address to obtain test	Educational and Industrial Testing Service P.O. Box 7234 San Diego, Calif. 92107	(Measures what area)	Vocational Interests

Cost	Scoring Procedures	Time for Scoring	Administration Procedure
Initial -	[X] Hand Scored	variable - student-scored	[X] Group Time Required 1 hr.
Per Pupil $.45 approx. specimen set: $6.50	[X] Machine Scored	-	[X] Individual Time Required

Brief Description of Test A forced-choice interest inventory. Student is given a job description, such as "Plant or grow flowers or vegetables," and is asked to respond on a four-point scale: L = like very much; l - like moderately; d = dislike moderately; and D = dislike very much. Generates 14 scores by major occupational groupings. Available in three forms: COPS-1, junior-senior high/college/adult; COPS-II - elementary/intermediate; COPS-R - junior/senior high.

Face Validity - Fair
Norming - Percentiles are given, based on a sample of 8000 public school elementary and secondary students.

Reading Level	Population for which test is best Suited		
	Handicap	Age*	Grade Level*
6th for COPS-R High School - for Cops.	LD/ED w/reading ability	12 up	junior high and up

Other comments by the Reviewer:

- Correlated with the Career Avility Placement Survey (CAPS) and with the Career Orientation Placement and Evaluation Survey (COPES)
- Designed primarily as a career exploration tool.
- A variety of teaching materials related to career exploration is available

*COPS-II is designed to be used with an elementary school population.

Name of Test: Career Awareness Inventory (CAI) (c) 1974

Type of Test: Screening Inventory

Address to obtain test: Scholastic Testing Service
480 Meyer Road
Bensenville, Illinois 60106

(Measures what area): Career Awareness

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $13.00 for 20 students	[X] Hand Scored Score key $.50	10 minutes	[XX] Group Time Required 60-90 min. may be broken down
Per Pupil $8.50 for 50 students	[X] Machine Scored $.80 per pupil*		[XX] Individual Time Required

Brief Description of Test: The written portion of this instrument refers to a picture of a person performing a job. There ar 35 five choice items and 41 two choice items. The CAI is based on the Taylor model which has two dimensions. One deals with the functions and contents of occupations in 12 broad institutional areas. The other deals with seven status or socio-economic levels of occupations into which are incorporated the variables of choice such as job requirements, mobility lifestyle and experiences.

Part 1 - student identifies workers and related occupations, given a picture, Part 2 - awareness of educational requirements; Part 3 - familiarity with specific workers; Part 4 - student is asked to differentiate between product and service occupations; Part 5 - student identifies job with higher status; Part 6 - student (Cont'd on bottom of page)

Face Validity
Norming - good - the DOT and Manpower requirements served as validated sources for item writing. The content validity was further established by a panel of three specialists - one in elementary education, one in counseling and one in career education.

It is a criterion referenced measure.

Statistics are available, based on 120 6th grade students from upstate New York (given in Manual)

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
3rd-4th Can be given orally	any	14-16	4-8th or 9th

Other comments by the Reviewer:

A very useful instrument in determining the student's level of knowledge about careers and in planning remedial approaches.

*Minimum scoring service charge $15.00

Brief Description of Test, Cont'd
ID's job that does not belong in cluster; Part 7 - ID's worker characteristics.

Name of Test: Career Orientation Placement and Evaluation Survey (COPES) Type of Test: Screening Inventory

Address to obtain test: Educational and Industrial Testing Service
P.O. Box 7234
San Diego, Calif. 92107

(Measures what area) Work values

Cost	Scoring Procedures	Time for Scoring	Administration Procedure
Initial 2.25 specimen set booklets: 25/$8.25	[X] Hand Scored	variable - scored by student	[X] Group
Per Pupil scoring guide: 25/$2.75	[X] Machine Scored		[X] Individual
			Time Required 30-50 min
			Time Required

Brief Description of Test - Consists of 128 items, each consisting of two choices for completing a statement which begins "I value activities or jobs in which I..." Generates scores for 8 personality dimensions: Investigative, Practical, Independent, Leadership, Orderliness, Recognition, Aesthetic, and Social. Self-administered and scored; could be administered orally.

Face Validity - good
Norming - percentiles only provided

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
approx.: 5th - 6th	ED/ non-hand.	12+	7th - adult

Other comments by the Reviewer:

- Correlated with California Occupational Preference Survey (COPS) and to the Career Ability Placement Survey (CAPS).
- COPES, COPS, and CAPS are designed primarily for counseling use.

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Name of Test: Career Maturity Inventory (c 1973)

Type of Test: Screening Inventory

Address to obtain test: CTB/McGraw-Hill
Del Monte Research Park
Monterrey, California 93940

(Measures what area): Career choice attitudes
Career choice competencies

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $25.90	[X] Hand Scored		[X] Group Time Required 5-20 min.
Per Pupil .74	[ ] Machine Scored		[X] Individual Time Required

Brief Description of Test

The attitude scale elicits the feelings, subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work . The competence test measures the individual's job related capabilities in the following areas: Self-Appraisal, Goal Selection, Problem Solving, Occupational Information, Planning.

Face Validity
Norming

The test is based on Career Development Theories of Donald Super and John Crites. Extensive research has been conducted on construct validity; the most relevant data for the Attitude Scale appear to be those on (1) response bias, (2) correlations with other variables, and (3) experimental manipulations of counseling and didactic experiences. The data proves conclusively the attitude Scale is not significantly contaminated with test-specific sources of response bias. The multivariate findings corroborated with all the research reveal more fully the validity of the attitude scale as a significant component in the construct of career maturity.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
6th grade (May be read or taped)	Any	14 up	6th-12th

Other comments by the Reviewer:

Attitude scale appears to be suited for pre-post test to measure change from less realistic to more realistic attitutdes toward the world of work. Attitude Scale lends itself readily to an oral presentation (it contains 50 statements to which the client responds true-false). Competence Scale could be taped for non-readers.

NAME OF TEST: Comprehensive Career Assessment Scale (c) 1974

TYPE OF TEST: Screening Inventory - NORM REF.

Address to obtain test: Learning Concepts
2051 N. Lamar
Austin, Texas 78705

Measures what area(s): Familiarity with and interest in 15 occupational clusters

Cost: Initial $9.00 per specimen set
Per Pupil $1.95 p/test bk
$3.75 p/25 profile forms

Scoring Procedures
Hand Scored ☒
Machine Scored ☐

Time for Scoring
15 minutes/student

Administration Procedures
[X] Group Time Required 10-15 min.
[X] Individual Time Required 10-15 min.

Brief Description of Test: Test booklet contains 75 job titles. Student reads (or has read to him) each job title and indicates, by marking an answer sheet, both his level of familiarity with and interest in each job. There are three scales: grades 3-7, grades 8-12+ and a Teacher's version. A wall chart is included to help clients learn how to mark their answers. Secondary level scale utilizes a 7-point scale which ranges from Familiar to Not Familiar and Interesting to Not Interesting, which the client marks for each of the 75 job titles.

Face Validity Norming: Fairly good - depends upon client's honesty in his self-report of familiarity and interest with various jobs.

Normed in five different states (Alabama, California, Colorado, Nebraska, Pennsylvania), one class at each grade level (5-12), 3 classes grades 3 and 4.

Reading Level:
Variable, can be read to clients.

Population for which test is best Suited:

Handicap	Age	Grade Level
Any	8 and up	3-12+

Other comments by the Reviewer: Test yields graphic profile of familiarity and interest. Anpears to be useful in curriculum planning in career education if used on a large sc[illegible] basis. Can also be used individually for educational planning and vocational guidance purposes.

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NAME OF TEST: Geist Picture Interest Inventory (1968) TYPE OF TEST: Screening Inventory - Norm Ref.

Address to obtain test: Western Psychological Services
A Division of Manson Western Corp.
12031 Wilshire Boulevard
Los Angeles, California 90025

Measures what area(s): Interests

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial Kit (10) $9.50	Hand Scored ☒	5-10 minutes	☒ Group Time Required NO TIME LIMIT
Per Pupil Male 8.50 (25) Female 7.50 (25)	Machine Scored ☐		☒ Individual Time Required 15-20 min

Brief Description of Test: 2 versions - Male (11 interest areas) Female (12 interest areas)
Student selects one picture out of three which depict either jobs, activities, occupations, hobbies or objects. They must read the question below the picture. Pictures contain a great deal of detail. The occupations and activities relate to upper middle class and professional.

Face Validity: GPII scores are more valid than Kuder scores for individuals with reading handicaps. Ten of the 11 GPII interests are similar to 10 Kuder interests.

Norming: Norming has been extensive including groups representing Mexican American females, nurses, artists, actresses, gym teachers, H.E. teachers, musicians, librarians, social service workers, junior college, 11th grade, 12th grade, 10th grade, 9th grade, state Vocational rehabilitation clients, and 8th grade.

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
3rd, or can be given orally	LD/ED	14+	8th up

Other comments by the Reviewer:
Although this is titled as a Picture Interest Inventory, some reading is involved (pictures are captioned with questions, e.g., "Which would you rather do for a living?".)
The jobs and activities depicted may be unsuitable for EMR populations.

Pictures are of poor quality and are often vague as to activity.

Sex-biased.

Name of Test: Gordon Occupational Check List

Type of Test: Screening Inventory

Address to obtain test: Harcourt Brace and World, Inc.
757 Third AVe.
New York, N.Y. 10017

(Measures what area) Vocational Interests

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial 40¢ per sp. set	[X] Hand Scored	20-25 min.	[X] Group — Time Required NO TIME LIMIT
Per Pupil $4.00 per 35	[ ] Machine Scored		[X] Individual — Time Required

Brief Description of Test: Designed specifically for use with individuals who have a high school education or less who do not plan on going on to college. The Gordon OCL is an interest inventory which contains 240 statements of job duties and tasks, such as "install or repair plumbing in houses" and "fire and tend a large commercial furnace," found in occupations at the middle and lower levels of skill and responsibility. The statements are classified into five broad occupational groupings (Business, outdoor, arts, technology, and service) which roughly correspond to the groups in Roe's occupational classification scheme.

Face Validity
Norming: Evidence for the validity of the OCL is less extensive and convincing than that for its reliability, consisting primarily of logical arguments for the instrument's comprehensiveness, response selectivity, and acceptance by examinees. About the best that can be said is that the OCL samples a fairly wide range of occupations, which are commonly entered, it elicits responses to about one third of the items, and it appears to be considered worthwhile by those who take it.

There are no norms reported.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
3-4th	any	16+	9-12

Other comments by the Reviewer:

Name of Test Individual Career Exploration — Type of Test Screening Inventory

Publisher Educational Testing Service — (Measures what area) Career Interests

Address 1947 Center St.
Berkeley, Calif. 94704

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Per Test	[X] Hand Scored	10 minutes	[X] Group — Time Required
Per Booklet	[ ] Machine Scored		[X] Individual — Time Required

Brief Description of Test

Selection or rejection of pictures showing activities.

First portion is familiarization, definition of terms, etc. in cartoon form. Explores eight career groups and six "decision levels".

Face Validity — Not a "normal" test.

Norming

Scores reveal relative level of interest in one area as compared with other areas - does not compare individuals.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
Low		12-18	6-12

Other comments by the Reviewer:

Format tends to stimulate interest.

Can be used in lower grades - H.S. students may find it less interesting.

Good for poor readers.

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NAME OF TEST: Individual Career Exploration: Picture Form

TYPE OF TEST: Screening Inventory - Exploration

Address to obtain test: Scholastic Testing Service
4848 Meyer Road
Bensenville, Illinois 60106

Measures what area(s): Career Interests

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial 20.00	Hand Scored ☒	10 minutes	☒ Group Time Required 30 min.
Per Pupil 7.50 / 20	Machine Scored ☐		☒ Individual Time Required 30 min.

Brief Description of Test: Selection or rejection of pictures showing activities.

First portion is familiarization, definition of terms, etc. in cartoon form. Explores eight interest groups and six "decision levels".

Face Validity Norming: Face vailidity is good, since exploration and familiarization preceed assessment of interests.

No norms: Scores reveal relative level of interest in one area as compared with other areas- does not compare individuals.

Reading Level: Low

Population for which test is best Suited:

Handicap	Age	Grade Level
Any except SPH Blind	12-18	6-12

Other comments by the Reviewer:

Format tends to stimulate interest.

Can be used in lower grades - H.S. Students may find it less interesting.

Good for poor readers.

NAME OF TEST: [illegible] Vocational Interest Survey (c) 1967,1970 TYPE OF TEST: Screening Inventory - Norm Referenced

Address to obtain test: Harcourt Brace Jovanovich, Inc./Test Dept.
757 Third Avenue
New York, New York 10017

Measures what area(s): Vocational Interest

Cost: Initial $2.50
Per Pupil [illegible]

Scoring Procedures
Hand Scored ☐
Machine Scored ☒

Time for Scoring

Administration Procedures
☒ Group Time Required 60-90 minutes
☒ Individual Time Required

Brief Description of Test: OVIS is a new interest inventory designed to assist students in grades 8-12 with their educational and vocational plans. The first 6 questions of the Student Information Questionnaire gather background information about the student's occupational plans, post-high school plans, and vocational course interests. Question 7, the Local Survey Section of the Questionnaire, enables the school to ask up to 8 additional questions pertinent to the local situation. The Interest Inventory asks the student to respond to job activities in terms of "Like Very Much", "Like", "Neutral", "Dislike", and "Dislike Very Much".

Face Validity forming: OVIS was standardized in areas selected to provide a cross section of the jobs comprising the world of work. Geographical differences in the world of work were provided for by dividing the country into 17 geographical regions. Ten states were identified: Ala., Calif., Colo., Iowa., Mass., N. Carolina, Ohio, Oregon, Penn., and Texas.

School districts were drawn from urban, suburban, and rural. A total of 43 districts and 45,000 students in grades 8-12 took part in the standardization program. National Norms are based on the standardization sample.

Reading Level: 130 5th

Population for which test is best Suited:

Handicap	Age	Grade Level
LLD/ED/Physical	14-18	8-12

Other comments by the Reviewer: Not appropriate for use in individual assessment.

The results of the OVIS are presented in the form of student reports and school summaries. The Student Report Folder presents: a)scale interest scores which express the strength of student interest (b)percentile ranks and stanines which enable comparisons of the student's interest scores with those of students in the Normative sample (c)scale clarity scores which show how consistent the student's responses are within each scale (d) the student's responses to the questionnaire items. The Summary Reports present the numbers and percents of students choosing the various options on the questionnaire.

NAME OF TEST: Picture Interest Exploration Survey

TYPE OF TEST: Screening Inventory - NO NORMS

Address to obtain test: Career Education Media, Inc.
P. O. Box 27083
Tempe, Arizona 85282

Measures what area(s): Vocational Interest

Cost:
Initial $350.00
Per Pupil 11c

Scoring Procedures
Hand Scored ☑ student scored
Machine Scored ☐

Time for Scoring
10 min.

Administration Procedures
(X) Group Time Required 30 minutes
(X) Individual Time Required

Brief Description of Test: Slides provide an interesting, Visual, Non-reading format to assist young people in surveying career interests and applying this information to their own goals. Thirteen career clusters are represented with 12 specific careers represented in each cluster. Course outline is presented in manual for Career Awareness and Exploration. Enrichment activities are given and additional resources are included in the kit of materials.

The slides show pictures of hands working; some are difficult to decipher. Student selects those pictures he/she likes and circles the corresponding number on an answer sheet.

Face Validity Norming: Face validity is good, since pictures are of actual jobs.

No norms - raw scores only are computed

Reading Level: No reading level necessary

Population for which test is best Suited:
Handicap: Low reading LD, High Functional EMR
Age:
Grade Level: recommended 9th or below (7-12)

Other comments by the Reviewer: Slide carousel projector needed (contains 156 slides). Tape recorder needed.
Thirteen career clusters are represented with 12 specific careers represented in each cluster.
Based on OOH (Occupational Outlook Handbook. Cross-referenced to D.O.T.
Appears most useful as a tool for initial career exploration.

Name of Test: The Self-Directed Search SDS (1977) — Type of Test: Screening Inventory

Address to obtain test: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306

(Measures what area): Vocational interest areas related to 6 personality types

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial [illegible] set	☒ Hand Scored	Included in	☒ Group — Time Required
Per refill	☐ Machine Scored	administering	☒ Individual — Time Required 50-60 min.

Brief Description of Test: The SDS is a self-administered, self-scored, and self-interpreted vocational counseling tool. It can be used in conjunction with the VPI or alone. The SDS includes two booklets. A person fills out the assessment booklet and obtains a three-letter occupational code. He then uses this code to locate suitable occupations in the Occupations Finder. Access to the Dictionary of Occupational Titles is encouraged since many of the job titles will be unfamiliar to most students. The occupational classification booklet, containing 456 occupational titles, encompasses 95% of the labor force in the U.S.

Face Validity Norming: The SDS is an outgrowth of a theory of Vocational choice (Holland 1959, 1966) which has undergone extensive investigation. The entire SDS has been oriented by that theory of personality types and environmental models.

Criterion Referenced

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
4th to 5th	LD/ED/Physical	15+	

Other comments by the Reviewer:

The SDS lends itself to certain educational questions. For example, administering the SDS to students in a new curriculum would enable educators to determine the characteristics of those students, what types of students succeed or fail, and how a new curriculum resembles old curricula. In vocational education, the SDS could be helpful in the development of curricular clusters.

Alternate Form E available for persons with limited English.

Name of Test: VALPAR #17 - Vocational Interest Screening

Type of Test: Screening Inventory

Address to obtain test: VALPAR Corp.
3801 E. 34th St.
Tucson, Arizona

(Measures what area) Occupational Interests

Cost	Scoring Procedures	Time for Scoring	Administration Procedure
Initial [illegible] $100.00	[X] Hand Scored	30-40 min.	[X] Group Time Required [illegible] min.
Per Pupil	[X] Machine Scored		[X] Individual Time Required

Brief Description of Test - Part of the VALPAR Prevocational Readiness Battery, a comprehensive assessment system designed for use with the moderately retarded. The vocational interest screening is a set of color slides of pairs of job activities; the student circles the preferred picture in a consumable test book containing the same pictures shown in the slides. A brief description of each picture is provided on cassette tape, which controls the changing of the slides. Answers are recorded on a separate scoring scale.

Face Validity - good
Norming - Norms for the interest screening are not discussed in detail - most VALPAR norms are for specific groups and based on N's of 50.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
NONE	EMR/TMR	14 up	Jr. high/high school

Other comments by the Reviewer:

- Test is mechanically difficult to score
- Sample of items is relatively small
- Idenifies interests in six areas: Machine, Outdoor, Sales, Social Service, Office-Clerical, Physical Science.
- Includes 3 validation scales
- 90 items in all.

Title of Test: Vocational Interest, Experience and Skill Assessment (VIESA)

TYPE OF TEST: Screening Inventory - Norm Referenced

Address to obtain test: Houghton Mifflin Co.
6626 Oakbrook Blvd.
Dallas, TX 75235

Measures what area(s): Vocational Interests Inventory

Cost:
Initial $15.80/pkg of 35

Per Pupil Specimen Set
$4.25

Scoring Procedures
Hand Scored ☒
Machine Scored ☐

Time for Scoring
Variable

Administration Procedures
[X] Group Time Required Untimed
[X] Individual Time Required varies with each student

Brief Description of Test: A self-appraisal system which provides the student (grades 8-12) with information relating to interests, experiences, and skills related to the world of work. Intended for use primarily as an instructional module in self-awareness and career exploration. Format consists of a Career Guidebook and Career Log. Enables the student to identify areas for further exploration. World of work is classified into occupations relating to data, things, ideas, and people. Self-administered and self-scored.

Face Validity
Norming: Good

National sample - 32,000 students in grades 8, 9, and 11.

Reading Level: 7th

Population for which test is best Suited:

Handicap	Age	Grade Level
LD, ED, Physical	15+	8-12

Other comments by the Reviewer:

Requires fairly sophisticated reading skills. Planning appropriate for [illegible] education career awareness course. Has limited usefulness as a vocational assessment tool because of time required.

Name of Test: VISA (Vocational Interest and Sophistication Assessment) (c) 1968 TYPE OF TEST: Screening Inventory - NORM REF.

Address to obtain test: Ohio State University
Mental Retardation Training Program
Columbus, Ohio 43210

Measures what area(s): Vocational Interests

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $7.00	Hand Scored ☒	15 min.	☐ Group Time Required ____
Per Pupil 25 male $2.50 25 female $2.50 50 soph. $3.00	Machine Scored ☐		☒ Individual Time Required 30 min.

Brief Description of Test: The VISA is a reading-free picture test and sophistication inquiry designed to determine the interest pattern and knowledge mildly retarded adolescents and young adults have for selected job categories. The vocational areas depicted are typical of those which retardates enter upon completion of training programs in schools, workshops or institutions.

Each administration requires several forms - 8 for boys, 4 for girls.

Face Validity Norming: A separate form of the test book is available for each sex. The picture book is reusable. There are 7 sophistication items for male, 3 explanatory items and 75 interest items. The female version has 4 sophistication items, 3 explanatory items and 53 interest items.

A sample of over 3000 mildly retarded adolescents and young adults were administered a newly designed picture-inquiry instrument to measure vocational interest and knowledge. Subjects were drawn from institutions, schools and workshops. Reliabilities and norms for both male and female forms of the test were substantially established.

Reading Level: None required

Population for which test is best Suited:		
Handicap	Age	Grade Level
IQ - 45 - 84	14-35	any

Other comments by the Reviewer: The VISA provides the practitioner an approach to interest assessment which does not required any reading ability of the subject.

Must be individually administered. Sex biased. Inclusion of only low-level occupations may introduce bias.

Vocational Preference Inventory VPI — TYPE OF TEST: Screening Inventory - Norm Referenced

Address: Consulting Psychologists Press
Obtain from: 577 College Avenue
Palo Alto, California 94306

Measures what area(s): Personality

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial: $7.50	Hand Scored ☐	10 min.	[x] Group Time Required
Per Pupil:	Machine Scored ☐		[x] Individual Time Required 45-50 min

Brief Description of Test: The VPI is a personality inventory composed entirely of occupational titles. A person takes the inventory, indicating the occupations which he likes or dislikes. The complex clusters of personal characteristics which the inventory assesses yield a broad range of information about the person's interpersonal relations, interest, values, self-concept, coping behavior and identifications. The inventory has eleven scales:

Realistic, Intellectual, Social, Conventional, Enterprising, Artistic, Self-Control, Masculinity, Status, Infrequency and Acquiescence.

Face Validity good/fair summary:
Norming 12,433 - Based on Hollands Theory

*Validity appears to be dependent upon subject's familiarity with jobs listed.

The evidence about the validity of the VPI scales supports the following conclusions: 1) The interes. scales (Real, Int., Conv., Ent., and Art). appear to have moderate validity for predicting occupational membership and fiel training. 2) The VPI scales, as personality scales, provide a broad range of descriptive information but the reliability of such information is usually low. 3) The empirically derived scales (infrequency, masculinity and status) have moderate validity for some purposes.

Reading Level:
7th - could be given orally

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Population for which test is best Suited:

Handicap	Age	Grade Level
Normal I.Q.	14 up	8-12th

Other comments by the Reviewer: It is recommended that this instrument be interpreted by psychologists, vocational counselors and personnel workers who have a substantial knowledge and understanding of tests and personali a good working knowledge of occupations including their sociology, and their implications for personality and related topics. The user should take the VPI himself and administer it to a few people he knows well. Because of the nature of the test, it would seem that it would be more valid if administered after occupational orientation classes.

Name of Test: Wide Range Interest Opinion Test:1979 edition TYPE OF TEST: Screening Inventory - Norm Ref.

Address to obtain test: Jastak Assessment Systems, Inc.
1526 Gilkin Avenue
Wilmington, Delaware 19806

Measures what area(s): Interests

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial Approx. $50.00 Specimen Set : $31.00 Per Pupil	Hand Scored [X] Machine Scored [X]	10-15 min. short term	[X] Group Time Required 40 min. [X] Individual Time Required 50-60 min.

Brief Description of Test: Students look at pictures of people working and decide among three pictures which they like and which they dislike. Answers are recorded by the student on a sheet that may be machine scored or hand scored using stencils. Answers may also be recorded by the examiner. Student chooses both "most" liked and "least" liked of the activities pictured. Provided interest ratings in 18 occupational groups and in 7 vocational attitudes.

Face Validity
Norming

It says, "The WRIOT will have to be validated every day by those who use it." "It will have to stand on its own merits and not on a table of coefficients." "Tests with adequate construct foundations validate themselves."

Validity dependent on level of career/occupational awareness.

Norms provided for males and females, age 5 to adult.

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
None required	good ability to limited schooling inferior reading	5 and up	Elementary and up

Other comments by the Reviewer: Provides a great deal of data. Interpretations must be made in conjunction with other types of measures (IQ, achievement, etc.). Sometimes used as a personality measure.

Does not appear to be sex-biased. Pictures available on filmstrip ($125.00)

Adult Basic Learning Examination (1967) TYPE OF TEST: Achievement - Norm Referenced

Address to obtain test: Psychological Corporation
57 Third Avenue
New York, New York 10017

Measures what area(s): Basic Skills

Cost: Initial	Scoring Procedures	Time for Scoring	Administration Procedures
Per Pupil:	Hand Scored ☐	5 minutes	[x] Group Time Required? for 1 min.
	Machine Scored ☐		[x] Individual Time Required

Brief Description of Test: The ABLE has the following general characteristics: (1) Content which is adult oriented, (2) Measurement of achievement as low as first grade (3) Format which does not appear childish and is easy to follow (4) Coverage of only the fundamental areas; efficient in use of time, (5) Simplicity of administration for teachers with relatively limited experience in testing, two levels are available: Level I (functional grades 1-4) Level II (functional grades 5-8). Four subtests: Vocabulary, Reading, Spelling, Arithmetic.

Face Validity: Adequate
Norming: Grade norms are provided

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
Functional	any	15+	9-12

Other comments by the Reviewer:

Test 1: Vocabulary (dictated) 20 minutes
Test 2: Reading 30 minutes
Test 3: Spelling (dictated) 15 minutes
Test 4: Part A, Computation 30 minutes
Test 4: Part B, Problem Solving 35 minutes (dictated)

Name of Test: Diagnostic Inventory of Essential Skills* — Type of Test: Criterion-referenced

Address to obtain test: Curriculum Associates, Inc.
5 Esquire Rd.
North Billerica, Mass. 01862

(Measures what area): Functional Skills

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $90.00	[X] Hand Scored	10-15 minutes	[ ] Group — Time Required:
Per Pupil	[ ] Machine Scored		[X] Individual — Time Required 60 min.

Brief Description of Test: Designed for use with the lowest 20% of secondary level students, this test provides over 150 essential skill assessments in basic reading, language arts, and math, food and clothing, money and finance, travel and transportation, and communication and telephone skills. Also includes rating scales to measure such things as health and attitude, responsibility and self-discipline, job interview preparation, auto safety and communication. Record-keeping forms are included, as well as a curriculum guide with behavioral objectives.

Face Validity: Appears good.
Norming: None - criterion-referenced test.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
NONE required, except where reading is assessed	Any except Blind	9 & up	4-12

Other comments by the Reviewer:

. Individually-administered, flip-book type of test
. Available by Fall, 1980
. Can be used by non-specialists (teachers, aides, etc.)
. Results apply directly to IEP development

*We have not received this instrument yet - the information contained herein is drawn form catalogs and brochures and is subject to revision.

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Name of Test: Duval County Functional Literacy Reading Test TYPE OF TEST Achievement - Criterion Referenced

Address to obtain test: Duval County School Board, Florida

Measures what area(s): Functional literacy

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $2.00	Hand Scored ☐	5-10 min.	☒ Group Time Required no set time
Per Pupil	Machine Scored ☐		☒ Individual Time Required

Brief Description of Test: All questions are to be read to the examinees. Throughout the test, examinees will be asked to read stimulus materials (e.g., food ads, clothing tags, application blanks, etc.) in order to answer the questions. All information for the administrator is composed of Capital Letters. Directions for examinees are in Standard Type.

Face Validity Norming: The instrument was developed after TEA's definition of functional literacy in terms of skills (e.g. reading, writing and computation, etc.) and knowledge needed by adults which are applied to general knowledge areas (e.g., Consumer Economics, Government and Law, Occupational Knowledge, etc.) This instrument is limited to the area of reading and the specific tasks required by adults (e.g., reading medicine labels, food ads, rental agreements etc.) A stratified sample of 1,963 adults was taken to determine the reading tasks absolutely necessary to function in society. "Real life" material was used where possible. Criterion Referenced

Reading Level:	Population for which test is best Suited: Handicap	Age	Grade Level
None	any	15+	9-up

Other comments by the Reviewer: Would make a good "pre-test" and then teach the items and then use McGraw Hill's Everyday Skills Test or TABE as a post test instrument.

TEST: Everyday Skills Test

TYPE OF TEST: Achievement - Norm Referenced

Address to obtain test: CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

Measures what area(s): Reading
Mathematics

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $11.20/35 pkg. Reading	Hand Scored ☐	10 - 15 minutes	[x] Group Time Required 2 hours total - 30 min. each test
Per Pupil $9.10/35 pkg. Math	Machine Scored ☐		[x] Individual Time Required

Brief Description of Test: Consists of a Reading test and a Mathematics test. Reading test is in two parts: (A) a criterion referenced test of 45 items with content based on the reading of labels, store directions, signs, want ads, and schedules; following directions and completing forms and applications, recognizing abbreviations; distinguishing fact from opinion. (B) a norm-referenced test on study skills using referenced and graphic material. Mathematics test also in two parts: (A) criterion referenced test of 27 items, content for tax calculations. (B) norm-referenced test of computation skills.

Face Validity: Excellent

Norming: Tests "B" norms provide for conversion from raw scores to grade equivalents. Standardization based on national sample of 212,507 students.
Criterion referenced tests are correlated with behavioral objectives, with three test items related to each objective.

Reading Level: 5th and 6th

Population for which test is best Suited:

Handicap	Age	Grade Level
any	14+	9-12

Other comments by the Reviewer: Appears useful for planning since errors can identify lack of specific skills. Can be used in assessment of everyday living skills. May be part of a district's competency testing program.

Name Of Test: Functional Achievement Series (FAS) TYPE OF TEST: Achievement - Norm Referenced

Address to obtain test: Psychological Corporation
4050 Barry Sines Blvd.
Dallas, Texas 75235

Measures what area(s): Functional Skills

Cost:
Initial 327.15
(Cassette version)
Per Pupil
book: 34.50 / pkg of 25

Scoring Procedures
Hand Scored ☑
Machine Scored ☐

Time for Scoring
10-15 min.

Administration Procedures
[X] Group Time Required 1 hour
[X] Individual Time Required

Brief Description of Test: Consists of two parts: Verbal and Numerical. Presented on audio tape; answers are recorded in separate test books. Designed for clients with limited academic training; ability required ranges from basic literacy to 8th grade. Measures such things as ability to: read signs, use alphabetical lists, recognize correct spelling, retain orally-presented information, tell time, count money, measure, solve arithmetic problems; etc. Basically a screening test; futher assessment in deficit areas would be needed for instructional planning. Two equivalent forms are available (A& B).

Face Validity: Adequate

Norming: Norms available for 6th, 8th, 10th, 12th grades, broken down by nothern and southern school systems and by "white" and "negro". Percentiles are provided for raw scores for Verbal, Numerical. Norms available for Form A only.

Reading Level: Variable

Population for which test is best Suited:

Handicap	Age	Grade Level
LD, ED, Mild MR	12 up	6 up

Other comments by the Reviewer:

Is most useful as a criterion-referenced screening test - can be item-analysed fairly easily.

(PAYES)

Program for Assessing Youth Employment Skills — TYPE OF TEST: Screening Inventory - Criterion-Referenced

Address to obtain test: Cambridge Book Co.
Seventh Avenue
New York, N.Y. 10019

Measures what area(s): Basic skills relative to employability

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial pkg. 10 for $33	Hand Scored ☐	10 - 15 minutes	☒ Group Time Required 1-2 hrs.
Per Pupil $3.30	Machine Scored ☐		☒ Individual Time Required 1-2 hrs.

Brief Description of Test: Consist of seven parts: 3 attitudinal measures: Job-Holding Skills, Attitudes Towards Supervision, and Self-Confidence; 3 cognitive measures: Job Knowledge, Job-Seeking Skills, Practical Problems, and a Vocational Interest Inventory. Utilizes pictorial stimuli and multiple-choice format.

Face Validity Norming: Adequate on some measures, questionable on others (especially Attitude Toward Supervision)
Sample consisted of more than 1300 students and enrollees in vocational special needs classes, CETA Centers, skills training centers and correctional institutions throughout the country. Age range from 14 to 50, mean age 18.

Reading Level: N/A - designed to be read to student

Population for which test is best Suited:

Handicap	Age	Grade Level
LD, ED, high functioning MR	14 & up	9th & up

Other comments by the Reviewer:
* Users must be approved by ETS
* Users guide and Administrators manual available free of charge.
* Best suited as a screening device for students in a pre-employment class, if sufficient time available for remediation in areas of deficiencies.
* Can be used in a small group setting, and can be administered by classroom teachers after minimal training.
* useful as a counseling tool for VACs

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Name of Test: San Francisco Vocational Competency Scale (c) 1968 Type of Test: Screening Inventory

Address to obtain test: The Psychological Corporation
4660 Harry Hines Blvd.
Dallas, Texas 75235

Measures what area(s): Vocational-adaptive behavior

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial pkg. 25 w/manual $4.00	Hand Scored ☒	5 minutes	☐ Group Time Required untimed
Per Pupil	Machine Scored ☐		☒ Individual Time Required 10-15min

Brief Description of Test: A 30 - item behavior rating scale designed to assess the following aspects of vocational competence in mentally retarded adults (ages 18 and up): motor skills, cognition, dependability-responsibility, and social-emotional behavior. Observer records rating in 4 page booklet and ratings from 1 to 4 or 5 are summed to give total score.

Face Validity: Good

Norming: Percentiles for retarded males and females, ages 18 and up, in workshops for the handicapped.

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
None	MR	18+	N/A

Other comments by the Reviewer: Appears to be useful in making placement decisions regarding older MR's, for either entry into or exit from a sheltered workshop situation.

NAME OF TEST: Social and Prevocational Information Battery (SPIB) TYPE OF TEST Screening Inventory - Norm Referenced

Address to obtain test: CTB/ McGraw Hill
660 Monte Research Park
Monterey, California 93940

Measures what area(s): Functional Skills

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $18.40 - $20.00	Hand Scored ☑	30 Minutes	[X] Group Time Required 30 min. for each
Per Pupil $.92	Machine Scored ☐		[X] Individual Time Required subtest.

Brief Description of Test: Nine subtests; Job search skills, job related behavior, banking, budgeting, purchasing habits, home management, physical health care, hygiene and grooming, functional signs,.

Test is read to the student; answers are marked true or false. Uses consumable test book ($18.40 for 20

Designed for mildy mentally retarded students - SPIB-T is an adaption for TMR's. ($20.00 for 20 books)

Face Validity Norming: Variable: response format is not really related to actual life situations.

Norms available: SPIB - Jr. High and Sr. High MR's (N=453, each group)

SPIB-T - 186 clients in institutions
128 in school TMR's

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
none required	EMR LD TMR	12 - up	7-12

Other comments by the Reviewer:

conceptual level of questions on SPIB presents a significant prob'em - SPIB-T appears more suitable for EMR's.

another test, the Test of Everyday Living (TEL) is similar to SPIB and SPIB-T - supposedly designed for regular students; grades 7-12.

SPIB-T includes a pre-test designed to determine if the test itself should be administered.

Name of test: Social and Prevocational Information Battery - Form T (SPIB-T) Type of Test: Screening Inventory

Address to obtain test: Publisher's Test Service
CTB/McGraw-Hill
2500 Garden Road
Monterey, Calif. 93940

(Measures what area) Functional Skills

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $5.00 [illegible]	[X] Hand Scored	20-30 minutes	[X] Group Time Required 2-3 hrs.
Per Pupil [illegible] set $5.00	[X] Machine Scored		[X] Individual Time Required 2-3 hrs.

Brief Description of Test- A series of nine tests that measure knowledge of skills and competencies regarded as important for the community adjustment of mentally retarded people. There is a pre-test that is used to identify those who do not respond appropriately to the test format. The nine tests are: Hygiene and Grooming, Functional Signs, Job Related Behavior, Home Management, Health Care, Job Search Skills, Budgeting, Banking, and Purchasing Habits. Test questions are read orally; the student responds either "yes" or "no".

Face Validity- questionable--there may be a significant discrepancy between a student's ability to answer yes or no and his actual functional behavior.

Norming - Very Good

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
None required	TMR	14+	junior - senior high

Other comments by the Reviewer:

- The SPIB-T is an adoptation of the SPIB, which has not been found to be a particularly useful instrument, primarily because the conceptual level of the test questions was frequently beyond the grasp fo EMR's.
- Two-level response increases measurement error.

Name of Test: Street Survival Skills Questionnaire (SSSQ) Type of Test: Norm-Referenced

Address to obtain test: Common Market Press, P.O. Box 45628, Dallas, TX 75245

(Measures what area) Functional Skills

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $125.00	[X] Hand Scored	10-15 minutes	[ ] Group Time Required
Per Pupil	[ ] Machine Scored		[X] Individual Time Required 1 hour

Brief Description of Test: Specifically constructed for use with a developmentally disabled population, the SSSQ is designed to evaluate functional knowledge and skills important for independent community living. Thus, it is a measure of adaptive behavior. The SSSQ consists of nine separate booklets, each containing 24 questions. Covered areas are: Concepts; Functional Signs; Tool Identification and Use; Domestic Management; Health, First Aid, and Safety; Public Services; Time; Money; Measurement.

Face Validity: FAIR/GOOD: Content, construct, concurrent, & predictive validity studies are presented in the manual.

Norming: Norms are provided for two samples: Adult neuropsychologically disabled (15-55 years of age)
Average adolescents (14-18 years of age)

Raw scores are converted to scaled scores with a mean of 10 and a standard deviation of 3. Total raw score can be converted to a survival skills quotient, based on a mean of 100 and a standard deviation of 15.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
NONE required, except when functional reading is being assessed.	any except blind	14 up	9th up

Other comments by the Reviewer:

- most useful as a criterion-referenced measure - item analysis can lead directly to IEP development
- Comes with a "Master Planning Chart" for graphic presentation of strengths and weaknesses.
- Appears to provide a better measure of adaptive behavior than commonly-used instruments.
- Since questions are presented orally, specific deficits in receptive language can result in loss of validity.

[illegible] (Tests of Adult Basic Education)		TYPE OF TEST:	Achievement - Norm Referenced
Address to obtain test:	c/o McGraw-Hill Del Monte Research Park Monterey, Calif. 93940	Measures what area(s):	Reading Mathematics Language

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $19.25 per kit	Hand Scored ☐	8-12 min.	[x] Group Time Required for 15 min.
Per Pupil	Machine Scored ☐		[x] Individual Time Required

Brief Description of Test: The TABE 1976 Edition are achievement tests in basic skills required to function in our society. The tests are designed to use in a variety of educational settings to fill a number of assessment and instructional needs. A raw score and grade equivalent is derived.

Face Validity Norming: The test items, adapted from the 1970 edition of the California Achievement Tests (cat-70), reflect language and content appropriate for adults and measure the understanding and application of conventions and principles; they are not intended to measure specific knowledge or recall of facts.

Random sample 19,000 students - grades 2-9

Reading Level:		Population for which test is best Suited:		
2.5-4.9 TABE E 4.5-6.9 TABE M 6.5-8.9 TABE D		Handicap	Age	Grade Level
		any	15 up	8-9-10-11-12

Other comments by the Reviewer:

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TABE can be used to provide preinstructional information about the student's level of achievement in the basic skills of reading, mathematics, and language; to identify areas of weakness in these skills; to measure growth in the skills after instruction; to involve the student in appraisal of his or her learning difficulties; and to assist the teacher in preparing an instructional program to meet the student's individual needs.

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Name of Test: Test for Everyday Living (TEL) — Type of Test: Screening Inventory

Address to obtain test: Publisher's Test Service, 2500 Garden Road, Monterey, Calif. 93940 — (Measures what area): Functional Skills

Cost	Scoring Procedures	Time for Scoring	Administration Procedures
Initial 24.00 (20 test pk.)	[X] Hand Scored	20-30 min.	[X] Group — Time Required 15-20 min. test
Per Pupil	[ ] Machine Scored		[X] Individual — Time Required

Brief Description of Test- A battery of seven tests: Job-Search Skills, Job Related Behavior, Health Care, Home Management, Purchasing Habits, Banking, Budget. Designed to measure knowledge of life skills necessary to perform everyday tasks. Orally administered to groups of 20 or less. A separate Reading Scale score can be computed from those items where reading is required.

Face Validity - Fair

Norming - extensive school norms are provided.

Reading Level	Population for which test is best Suited		
	Handicap	Age	Grade Level
none required, except where this skill is indirectly assessed.	LD/ED	12+	junior - senior high

Other comments by the Reviewer:

- Similar to the Social and Prevocational Information Battery, except that the TEL calls for a 3-choice response.
- Language of test questions appears to be more understandable than Language of questions in the SPIB.

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NAME OF TEST: Bennett Hand Tools (1965) TYPE OF TEST: Work Sample (using tools)

Address to obtain test: The Psychological Corporation
4640 Harry Hines Blvd.
Dallas, Texas 75235

Measures what area(s): Manual Dexterity
Gross Motor Coordination

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial 66.00	Hand Scored ☒	5-18 min.	☐ Group Time Required
Per Pupil none	Machine Scored ☐		☒ Individual Time Required 15 #

Brief Description of Test: Consists of one part and score is total time to complete the task. Subject is required to remove twelve bolts from one vertical board and replace them on another according to instruction. There are three sizes of bolts and each has two washers and a nut. Four tools are used in the task, two open end wrenches, one adjustable wrench and one screwdriver. All four tools are required to complete the task. Measures prior knowledge of tool use and manual dexterity and coordination. Instructions in tool use are given but there is no practice time.

Face Validity: The format of the test may appeal to the disadvantaged and clients with low motivational levels. Three types of validity data are presented: (1) correlations with foreman's ratings (2) correlations with other tests, (3) grades in training schools. All correlations are low to moderate.

Norming: Percentile norms based on the time to completion are given for the following groups: male job applicants in a southern plant, male adults at a vocational guidance center, air line engine mechanics, boys at a vocational high school, high school dropouts in a metropolitan center, apprentice welders in a steel company, electrical maintenance workers.

Reading Level:	Population for which test is best Suited: Handicap	Age	Grade Level
None required	anyone without upper extremity handicaps	any	any

Other comments by the Reviewer: The test requires full use of hands and arms. The high face validity, flexibility of the instructions and the practical nature of the test are appealing in a vocational evaluation situation. Reliability data suggest a large practice effect. Low correlations with other criteria reduces test usefulness. Finger dexterity is an important factor. Provides good observational data.

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Name of Test: Crawford Small Parts Dexterity Test — TYPE OF TEST: Work Sample (using tools)

Address to obtain test: The Psychological Corporation, 304 Harry Hines Blvd., Dallas, Texas 75235

Measures what area(s): Eye-Hand coordination; Fine finger dexterity

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $25.00	Hand Scored ☒	score is time to complete task.	☐ Group Time Required ____
Per Pupil ____	Machine Scored ☐	____	☐ Individual Time Required 12 to 30 min.

Brief Description of Test: Consists of two parts each having a practice period. The first part requires the use of tweezers to place small pins in holes one at a time. After each pin is placed a small collar is placed over it with the tweezers. The score is the time needed to fill the holes. Part two consists of starting screws in holes using the fingers and then using a small screwdriver to screw them down. Score is time needed to fill 36 holes. Skills required include finger dexterity and good frustration tolerance.

Face Validity Norming: The manual contains summaries of several validation studies using wages and supervision rating scales as criteri. The test is also related to other dexterity measures.

Percentile norms based on the time to completion are available on the following male groups: unselected applican appliance factory applicants, two veterans groups and two high school groups. Female norm groups are: assembly job applicants, factory applicants, hourly employees, and employed assemblers. All sample sizes are at least 100 and most are over 175.

Reading Level: None required

Population for which test is best Suited:

Handicap	Age	Grade Level
Any without upper extremity handicapps	any	any

Other comments by the Reviewer: Provides good observational data.

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Name of test: Pennsylvania Bi Manual Worksample (1943, 1945) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: Test Bureau Division, American Guidance Service Inc., Publishers Bldg. Circle Pines, Minnesota 55014

Measures what area(s): Hand & Finger Dexterity

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial Kit $ 60.00	Hand Scored ☐	observation	☐ Group Time Required
Per Pupil Blueprint for 10 forms	Machine Scored ☐		☒ Individual Time Required

Brief Description of Test: Consists of two parts, The first (assembly) provides practice time. The second part (Disassembly) has no practice time. The first part requires manually assembling bolts and nuts and then placing each assembled piece in a hole in a board. After 20 holes (2 rows) are done for practice, the score is the time required to fill the remaining 80 holes. The second part requires removing the assemblies from the holes, taking them apart and returning the parts to their bins. The score is the time required to disassemble the 100 units. Skills required include manual coordination, finger dexterity and work rhythm.

Face Validity: Adequate.

Norming: Males and Females 16 years to 39 years 11 mo. -- Norms based on the performances of 3979 unselected subjects (1793 males and 2186 females)

Males and Females 15 years to 17 years 11 mo. -- Urban and suburban public and private schools of secondary level - 550 males and females.

Males and Females Industrial group - 200 males and 200 females with at least 6 months sucessful employment at manipulative tasks.

Reading Level: None required

Population for which test is best Suited:

Handicap: Totally Blind, Partially sighted, MR, Blind

Age: 15+

Grade Level: any

Other comments by the Reviewer: In a well integrated performance, the hands work together rhythmically. Keep in mind there is no single over-all test for motor skil Norms are very old.

NAME OF TEST: Purdue Pegboard (1948, 1961, 1968) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: Science Research Associates, Inc.
259 East Erie
Chicago, Illinois 60611

Measures what area(s): Manual Dexterity
Eye-hand coordination
Short - arm gross motor

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $60.00	Hand Scored ☑	10 minutes	☐ Group Time Required
Per Pupil none	Machine Scored ☐		☒ Individual Time Required 10 min.

Brief Description of Test: The pegboard contains two rows of 25 holes into which pins are inserted. At the top of the board are 4 cups containing pins and washers and collars to be assembled. No tools are used. The test is administered four times (1) right hand only, (2) left hand only, (3) both hands and (4) assembly of pins, washers and collars using both hands. The score is the number of pins placed in the board within the time limits of 30 seconds for (1), (2), (3), and the number of parts assembled in one minute for (4). The test is administered to seated examinees, therefore, it is appropriate for wheelchair clients.

Face Validity forming: It is suggested that the test not be used alone to select people for assembly jobs; the test is best used as part of a battery of tests and work samples. Local validation is needed.

Percentile norms are given for eight groups of male and female industrial workers and two general groups composed of applicants and college students.
No school norms are available.

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
None required	any	any	any

Other comments by the Reviewer: This dexterity test is designed to aid in the selection of employees for individual jobs requiring manual dexterity. It measures dexterity for two kinds of activity: one involving gross movements of hands, fingers and arms, and the other involving primarily what might be called "fingertip" dexterity.
Percentiles are given for both one trial and three scores. Correlations for three trial scores are higher than for one trial score.

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Title of Test: Minnesota Rate of Manipulation Tests — TYPE OF TEST: Work Sample (no tools)

Address to obtain test: American Guidance Service, Inc.
Publisher's Bldg.
Circle Pines, Minnesota 55014

Measures what area(s): Manual Dexterity

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $93.00	Hand Scored ☐	observation: Time for	[x] Group Time Required Approx. 1 hour
Per Pupil $3.40/50 for	Machine Scored ☐	completion is the score	[x] Individual Time Required

Brief Description of Test:

Designed to measure manual dexterity:
1) The placing test
2) The turning test
3) The Displacing test
4) The one-hand turning and placing test
5) The two-hand turning and placing test

Four administrations of each test, including one practice administration, are required for best validity.

Face Validity

Norming: "Validity rests upon an evaluation of the tests efficiency of selection in specific situations."

All right handed high school graduates age 18 - 31 years. Men hired as converting machine operators in the paper mill.

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
any	any	any	any

Other comments by the Reviewer:

*Test given with examinee standing.
Norms and instructions for Blind.
Norms for all groups are quite old. (1933)

Minnesota Spatial Relations Test (1930) TYPE OF TEST: Work Sample (no tools)

Address to obtain test: American Guidance Service
Publishers Bldg.
Circle Pines, Minnesota 55014

Measures what area(s): Spatial Relations

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial $20.00	Hand Scored ☑	Time for completion is	☐ Group Time Required Approx. 20 min.
Per Pupil	Machine Scored ☐	the score.	☒ Individual Time Required

Brief Description of Test: Consist of four parts. No practice time is allowed. Each part requires the transfer of 58 blocks of assorted sizes and shapes from one form board to another. Each block will fit only one hole in a board. Parts A and B use the same set of blocks and Parts C and D use another set. The score is the time required for each transfer or combinations of times.

Face Validity: Adequate

Norming: Available for Senior High School students, and for students in specific vocational programs. Norms are also provided for a few occupational groups.

Reading Level:	Population for which test is best Suited:		
	Handicap	Age	Grade Level
None	any	any	any

Other comments by the Reviewer: Provides excellent observational data.
Protocols are available but not necessary

NAME OF TEST: Bennet Mechanical Comprehension Test (1940) TYPE OF TEST: Aptitude

Address to obtain test: Psychological Corporation
4640 Harry Hines Blvd.
Dallas, Texas 75235

Measures what area(s): Relationship of physical forces and mechanical elements.

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
$15.10 for 25 test booklets, 100 answer sheets	Hand Scored [X] with stencil	5 minutes	[X] Group Time Required
Initial box, [illegible]	Machine Scored [ ]		[X] Individual Time Required 30 min. time limit
Per Pupil [illegible]			

Brief Description of Test: Client is presented with a drawing and answers a question about the picture. Answers are marked on an answer sheet. Measures mechanical comprehension; similar to mechanical reasoning section of DAT. 68 questions on each of 2 equivalent forms.

Available in Spanish: "Test de Comprension Mecanica Bennett"

Face Validity
Norming: Good-client must be able to visualize relationship between physical force and mechanical elements to do well on this test.

Norms are provided for industrial applicants, industrial employees, and high school students, both technical and academic. (11th and 12th grade).

Reading Level:	Population for which test is best Suited: Handicap	Age	Grade Level
5th-may be read to client; taped presentation is available from publisher	any except blind	15+	High School

Other comments by the Reviewer:

Appears to be useful in determining aptitude for industrial jobs involving tools and machinery.

Cassette tapes are $10.25 each.

NAME OF TEST: Career Ability Placement Survey — TYPE OF TEST: Aptitude

Address to obtain test: Edits Publishers, P.O. Box 7234, San Diego, California 92107

Measures (See Below) what area(s):

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial 2.25 specimen set	Hand Scored [X]	15-20 minutes	[X] Group Time Required 40 min.
Per Pupil $54.00/30 sets	Machine Scored [X]		[X] Individual Time Required

Brief Description of Test: 5-minute tests: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.

Can be interpreted in light of entry-level skills in 14 career areas

Face Validity
Norming: Good

Manual reports that Norms are available separately for grades 8-9, 10-12, and entering college, but data is not in the manual - a self-interpretation profile and guide is available.

Reading Level:
6+ for verbal and numerical parts

Population for which test is best Suited:

Handicap	Age	Grade Level
LLD/ED/Physical	14+	8+

Other comments by the Reviewer:

Generally appropriate for students of average reading ability - appears useful for high school level career awareness course.

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Name of Test: Bailey Vocational Test

TYPE OF TEST: Screening Inventory - Norm Referenced

Address to obtain test: Houghton Mifflin Co.
[illegible] Memorial Blvd.
Dallas, Texas 75235

Measures what area(s): Spatial visualization/Technical/Scholastic/ Business-secretarial

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial Set $ [illegible]	Hand Scored [ ]	5-10 minutes	[X] Group Time Required 1-65 min BET-30 min
BET $11.67/35			
Per Pupil	Machine Scored [X]		[X] Individual Time Required VI-20 min

Brief Description of Test: There are 3 tests: TST (Technical and Scholastic Test); SVT (Spatial visualization test); BLT (Business English Test). They reflect technical and academic knowledge as well as aptitude required for development of competence in a variety of occupations and educational programs. The TST contains 150 items which measure knowledge and abilities to visualize objects presented in two-dimensional space. The BET contains 111 items. It measures knowledge of spelling, punctuation, capitalization, and correct usage or grammar.

Face Validity and Norming: Each of the Bailey tests has one or more counterparts among the established tests given to large overlapping groups of military personnel and to nearly a half million high school students involved in Project Talent.

Norms are available by grade level, male/female, trade school students and job applicants.

Reading Level:	Population for which test is best Suited: Handicap	Age	Grade Level
SVT - none BET - 5th TST - uses technical language	Depends on test to be given	15 +	8-12

Other comments by the Reviewer:

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Tests of skill level.
Specific areas of measurement tend to limit scope.

Name of Test: Minnesota Clerical (c) 1959 TYPE OF TEST: Aptitude

Address to obtain test: Psychological Corporation
4640 Harry Hines Blvd.
Dallas, TX 75235

Measures what area(s): Clerical speed and accuracy

Cost: $4.30/25
Initial $15.00/100
Per Pupil

Scoring Procedures
Hand Scored ☒
with template
Machine Scored ☐

Time for Scoring
5 minutes

Administration Procedures
[X] Group Time Required 15 min.
[X] Individual Time Required

Brief Description of Test: The Minnesota Clerical Test is a test of speed and accuracy in performing tasks related to clerical work. It has been found useful for selecting clerical employees and for advising persons who wish to seek training in the clerical field. The test consists of two parts: Number Checking and Name Checking. In each part there are two hundred items consisting of 100 identical pairs and 100 dissimilar pairs. The numbers in Number Checking range from 3-12 digits and the names in Name Checking contain 7 through 17 letters. Separate time limits are used for the two parts: 8 minutes for numbers, 7 minutes for names.

Face Validity Norming: This test with its norms should contribute toward a more scientific and [illegible] based upon all of the pertinent and available information. Norms for adults employed in clerical occupations also might be considered in judging a pupil's clerical aptitude.

Norms have been developed grades 8-12. Norms for 11th and 12th grade students, classified according to high school curriculum were based on a cross-section sampling of 6262 pupils from 76 New England High Schools.

Reading Level: N/A*

Population for which test is best Suited:

Handicap	Age	Grade Level
All except SPH, Blind	14 up	9-12

Other comments by the Reviewer:

*although no reading comprehension is required, it has been found that students with poor reading perform poorly on the name checking section.

Test allows for measurement of both clerical speed and clerical accuracy.

Level of motivation is a significant factor.

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NAME OF TEST: ...onnel Tests for Industry - ... Directions Test (PTI-ODT)

TYPE OF TEST: Aptitude

Address to obtain test: Psychological Corporation
4640 Harry Hines Blvd.
Dallas, Texas 75235

Measures what area(s): Ability to follow oral directions

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial ...ersion with 100 answer sheets	Hand Scored [ ]	less than 5 minutes.	[X] Group Time Required 15 min.
Per Pupil ...	Machine Scored [ ]		[X] Individual Time Required 15 min.

Brief Description of Test: ...sesses an individual's ability to follow oral directions. Client listens to recorded directions, and responds on an answer sheet. Skills required to complete the test range from basic literacy to ...what above the Jr. High level. Two equivalent forms available, one of which is available in Spanish - test contains 16 items containing 39 scorable responses.

Two equivalent forms.

Face Validity / Norming: Good - correlates positively and significantly with teacher's ratings of academic ability, and other tests of vocational aptitude. Also correlates well with other tests of mental ability.

Norms provided for a variety of populations and group sizes-including some high school students.

School norms are fairly poor.

Reading Level: Not required - oral test

Population for which test is best Suited:

Handicap	Age	Grade Level
LLD/ED/MR	14+	9+

Other comments by the Reviewer:

Recorded format allows for administration in a variety of settings.

Not suited for students with severe dysgraphia.

(c) 1970

NAME OF TEST: Revised Minnesota Paper Form Board Test TYPE OF TEST: Aptitude

Address to obtain test: Psychological Corporation
4640 Harry Hines Blvd.
Dallas, TX 75235

Measures what area(s): Spatial Relations

Cost:	Scoring Procedures	Time for Scoring	Administration Procedures
Initial 25 @ $4.50 100 @ $15.25	Hand Scored ☐ Forms AA and BB	5 minutes	[X] Group Time Required 20 minutes
Per Pupil	Machine Scored [X] Forms MA and MB		[X] Individual Time Required 20 minutes

Brief Description of Test: The Revised Minnesota Paper Form Board Test is a 20 minute speeded test consisting of 6[illegible] two-dimensional diagrams cut into separate parts. For each diagram there are 5 figures with lines indicating the different shapes out of which they are made. From these, the subject chooses the one figure which is composed of the exact parts that are shown in the original diagram.

Face Validity
Norming: The test has a long history of effective prediction on many academic and industrial fields, particularly those with a mechanical orientation. The studies summarized in the validity section of the manual strongly suggest that the test is a valuable tool for use in educational and vocational guidance and in employee selection. Correlations have been done with numerous other tests.

Norms provided for educational groups (grades 10 and 12) and a variety of industrial groups.

Reading Level: None required

Population for which test is best Suited:

Handicap	Age	Grade Level
LD/ED/Physical	16 up	10-12

Other comments by the Reviewer: Test performance appears to be related to general intelligence.